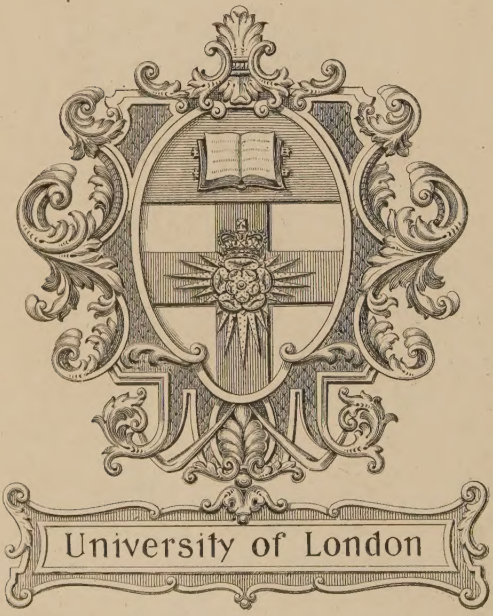
UNIVERSITY OF LONDON LIBRARY

THIS BOOK
MUST NOT BE REMOVED
FROM THE LIBRARY


University of London

606199

REPORTS

FROM

COMMISSIONERS:

TWENTY-TWO VOLUMES.

—(9.)—

EDUCATION.

Session

10 *December* 1868—11 *August* 1869.

VOL. XX.

REPORTS FROM COMMISSIONERS

1908-9

REPORTS FROM COMMISSIONERS:

1868-9.

TWENTY-TWO VOLUMES:—CONTENTS OF THE

NINTH VOLUME.

N.B.—*THE* Figures *at the* beginning of the line, *correspond with the* N° *at the foot of each* Report; *and the* Figures *at the* end of the line, *refer to the* MS. Paging *of the Volumes arranged for The House of Commons.*

EDUCATION:

[4139.] Report of the Committee of Council on Education; with Appendix, 1868-9 - - - - - - - - - - p. 1

[4151] Report on Technical Instruction in Germany & Switzerland. } Octavo portion

[4207] Report on Technical Instruction in Sweden. } J. Vol. XLVII.

REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

WITH

APPENDIX.

1868-69.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:

PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

FOR HER MAJESTY'S STATIONERY OFFICE.

1869.

23398.

CONTENTS.

REPORT BY THE COMMITTEE ON EDUCATION TO HER MAJESTY THE QUEEN IN COUNCIL - - - Page vii

REVISED CODE (1869) - - - - - - xlvii

List of Papers relating to Elementary Education presented to Parliament by the Committee of Council on Education, 1868–9 - - - - - - - - lxxxvi

Tables.

1. *Expenditure* from *Education Grants* - - - lxxxvii
2. Number of *Teachers* and *Pupil-teachers* - - - lxxxix
3. Ditto classified *denominationally* - - - - - xc
4. *Building Grants* - - - - - - - xci
5. Numbers of Candidates for Admission to Normal Schools, and of Pupil-teachers, in Years 1861–1868 - - - - xcii

Extracts from the Gazette - - - - - xciii

APPENDIX No. 1.

ELEMENTARY SCHOOLS.

Tables showing Results of Inspection in 1868.

1. *General Summary* - - - - - - - 1
2. *Income* and *Expenditure* of inspected schools - - - 2
3. Comparative *Attendance* of scholars in inspected schools - - 3
4. Comparative *Age* of scholars in inspected schools - - - 3
5. *Number* of *Schools*, *Scholars in attendance*, *Teachers*, *Pupil-teachers*, *Grants*, and *rate of Grant* per Scholar in attendance, in Districts returned by Managers as belonging to *Agricultural*, *Non-Agricultural*, and *Mixed Population* - - - 4
6. *Teachers' Salaries* in inspected schools - - - - 5

Page

7. *School-fees* in inspected schools - - - - - 6
8. *Attendance, Examination,* and *Results of Examination* under *Revised Code* - - - - - - - - 7
9. *Grants* under *Revised Code* - - - - - 14
10. Table showing effects of *Articles* 51–53[1] and 54[1] of Revised Code - 15
11. Grants to day schools under Minute of 20 February 1867, *Articles* 46 (*b*), 54 and 90[1] - - - - - - 16
12. Schools examined, under Article 48, for *simple inspection only* - 18

Reports by Her Majesty's Inspectors.

Elementary Schools connected with Church of England:—

(1) *Rev. H. W. Bellairs,* in the *Counties* of *Berks* and *Oxford* - 20
(2) *Rev. J. R. Byrne,* in *Gloucestershire* - - - - 36
(3) *Rev. H. M. Capel,* in the *Counties* of *Warwick* and *Gloucester* - 50
(4) *Rev. C. D. Du Port,* in the *Counties* of *Berks, Hants, Oxford, Surrey,* and *Wilts* - - - - - - 63
(5) *Rev. G. French,* in *Yorkshire* - - - - - 84
(6) *Rev. J. G. C. Fussell,* in *Middlesex* - - - - 100
(7) *Rev. N. Gream,* in *Essex* - - - - - 108
(8) *Rev. W. W. Howard,* in *East* and *North Devon* - - - 114
(9) *Rev. R. L. Koe,* in *Kent* and *Sussex* - - - - 121
(10) *Rev. M. Mitchell,* in the *East* of *London* and *North Middlesex, Cambridge, Huntingdon, Essex, Wilts,* and *Hants* - - 125
(11) *Rev. C. H. Parez,* in the *Counties* of *Cumberland, Westmoreland, Lancaster, Northumberland,* and *York* - - - - 142
(12) *Rev. H. A. Pickard,* in *Yorkshire* - - - - - 151
(13) *Rev. S. Pryce,* in *Mid Wales* - - - - - 162
(14) *Rev. C. F. Routledge,* in the *West Riding* of *Yorkshire* - - 181
(15) *Rev. H. R. Sandford,* in the *Counties* of *Worcester* and *Stafford* - 197
(16) *Rev. G. Steele,* in *Lancashire* - - - - - 217
(17) *Rev. D. J. Stewart,* in the *Counties* of *Cambridge, Bedford,* and *Huntingdon* - - - - - - - 230
(18) *Rev. W. F. Tregarthen,* in the *Counties* of *Dorset* and *Somerset* - 241
(19) *Rev. E. T. Watts,* in the *Counties* of *Anglesea, Carnarvon, Denbigh, Flint,* and *Merioneth* - - - - - 260

British and other Protestant Elementary Schools *not* connected with Church of England:—

(20) *J. Bowstead, Esq.,* in the *Counties* of *Gloucester, Monmouth, Brecknock,* and *Glamorgan* - - - - - - 274
(21) *J. D. Morell, Esq.,* in the *South-eastern Counties* of *England* - 286
(22) *H. Waddington, Esq.,* in the *Counties* of *Cornwall, Devon, Dorset, Somerset, Wilts,* and *Gloucester* - - - - - 295

Roman Catholic Elementary Schools:—

(23) *H. J. Lynch, Esq.,* in *Scotland,* and in the *Counties* of *Northumberland, Cumberland, Durham,* and *York* - - - - 307
(24) *S. N. Stokes, Esq.,* in the *North-western Division* of *England* - 314

Page

ELEMENTARY SCHOOLS CONNECTED WITH CHURCH OF SCOTLAND:—

(25) *J. Gordon, Esq.*, in the *Counties* of *Lanark, Renfrew, Dumfries,* and *Bute* - - - - - - - 325
(26) *J. Hall, Esq.*, in the *Counties* of *Argyll, Ayr, Kircudbright, Wigtown*, and in the *Western Islands* of *Scotland* - - - 343
(27) *D. Middleton, Esq.*, in the *Counties* of *Perth, Stirling, Dumbarton, Linlithgow*, and *Clackmannan* - - - - - 354

ELEMENTARY SCHOOLS CONNECTED WITH FREE CHURCH (SCOTLAND) :—

(28) *J. Cumming, Esq.*, in the *South-eastern District* of *Scotland* 367
(29) *C. E. Wilson, Esq.*, in the *West of Scotland*, and in the *Western Isles* - - - - - - - 372

ELEMENTARY SCHOOLS CONNECTED WITH SCOTTISH EPISCOPAL CHURCH:—

(30) *Rev. T. Wilkinson* - - - - - 381

APPENDIX No. 2.

NORMAL SCHOOLS.

TABLES.

1. Summary, showing *Original Cost* of *Buildings*, *Expenditure* in 1868, and *Number* of *Students* in 1869 - - - - 387
2. Table showing *Number* of *Officers, Students*, &c. - - - 388
3. Table showing the *Income* and *Expenditure* of *Normal Schools* for 1868 - - - - - - - - 390
4. Table showing *Average Cost per Student* at each Normal School in 1868 - - - - - - - - 394
5. Summary of *Results* of *Examination* of Candidates for Admission and of Students, Christmas, 1868 - - - - 396
6. Tabulated *Per-centages* of *Examination*, Christmas, 1868 - - 400

REPORTS BY HER MAJESTY'S INSPECTORS.

ENGLAND AND WALES.

(1) *Rev. B. M. Cowie*, on *Church of England* Normal Schools for Schoolmasters - - - - - - - - 408
(2) *Rev. Canon Tinling*, on *Church of England* Normal Schools for Schoolmistresses - - - - - - - - 409
(3) *Dr. Morell*, on Normal Schools of *British and Foreign School Society*, in the *Borough Road* and at *Stockwell* - - - - 423
(4) *D. R. Fearon, Esq.*, on Normal School at *Bangor* - - 430
(5) *M. Arnold, Esq.*, on *Wesleyan* Normal Schools at *Westminster* 443
(6) *M. Arnold, Esq.*, on Normal School of Congregational Board of Education at *Homerton* - - - - - - 451
(7) *S. N. Stokes, Esq.*, on *Roman Catholic* Normal Schools - - 467

SCOTLAND.

Page

(8) *John Gordon, Esq.*, on *Church of Scotland* Normal School at Glasgow - - - - - - - - 474
(9) *Dr. Cumming*, on *Free Church* Normal School at Edinburgh - 485
(10) *C. E. Wilson, Esq.*, on *Free Church* Normal School at Glasgow - 492
(11) *Rev. T. Wilkinson*, on *Episcopal Church* Normal School at Edinburgh - - - - - - - - - 498

APPENDIX No. 3.

List of Elementary Schools aided from the Parliamentary Grant up to 31 December 1868 - - - - - - - 502

INDEXES TO INSPECTORS' REPORTS - - - - 674

THE REPORT

OF

THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL.

For the Year 1868.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education, beg leave to submit to Your Majesty the following Report of the proceedings of Our Committee during the past year for the promotion of education among the labouring classes of Your Majesty's subjects in Great Britain.

We are glad to be able to report that the past year has been marked by sustained progress, as is proved by the following comparison :— Progress under present system.

I.—ENGLAND AND WALES.

	Years ending 31st August		Increase.
	1867.	1868.	
NUMBER OF SCHOOLS, *i.e.* of Departments under separate Head Teachers, inspected—			
Receiving annual grants	12,003	12,798	795
Simply inspected	619	644	25
Total	12,622	13,442	820
NUMBER OF SCHOLARS—			
In schools receiving annual grants—			
Present at inspection—			
Day scholars	1,124,606	1,226,451	101,845
Evening scholars *	45,794	58,327	12,533
Total	1,170,400	1,284,778	114,378
Average number attending—			
Day scholars	911,681	978,521	66,840
Evening scholars	45,835	55,154	9,319
Total	957,516	1,033,675	76,159
In schools simply inspected—			
Present at inspection—			
Day scholars	33,650	35,987	2,337
Evening scholars †	33	94	61
Total	33,683	36,081	2,398
Average number attending—			
Day scholars ‡	14,689	16,087	1,398
Evening scholars †	—	158	158
Total	14,689	16,245	1,556
NUMBER OF TEACHERS §—			
Certificated	10,510	11,102	592
Assistant	1,154	1,253	99
Pupil	9,362	10,677	1,315

* 24,876 of the evening scholars examined in 1867, and 36,768 of those examined in 1868, were examined by the managers pursuant to Articles 142–9 of the Code.

† These numbers are no measure of the extent to which the instruction of older scholars in the evening forms part of the work done in connexion with schools *not receiving annual grants*. The inspector rarely or never visits such schools in the evening, and the managers neglect to make returns. *See* next note.

‡ These figures are incomplete. Out of the 619 schools simply inspected in 1867, no returns of the average number of scholars attending them were furnished from 332. Of the 644 inspected in 1868, no such returns are furnished from 312. When no grant is depending on the returns the completion of them cannot be enforced.

§ In schools receiving annual grants, except 9 teachers, in 1867, of schools simply inspected.

II.—SCOTLAND.

	Years ending 31st August		Increase.
	1867.	1868.	
NUMBER OF SCHOOLS, *i.e.* of Departments under separate Head Teachers, inspected—			
Receiving annual grants	1,878	2,026	148
Simply inspected	91	104	13
Total	1,969	2,130	161
NUMBER OF SCHOLARS—			
In schools receiving annual grants—			
Present at inspection—			
Day scholars	179,168	197,308	18,140
Evening scholars *	2,804	2,965	161
Total	181,972	200,273	18,301
Average number attending—			
Day scholars	169,708	184,847	15,139
Evening scholars *	2,886	3,207	321
Total	172,594	188,054	15,460
In schools simply inspected— †			
Present at inspection—			
Day scholars	5,045	6,533	1,488
Evening scholars	—	—	—
Total	5,045	6,533	1,488
Average number attending—			
Day scholars	2,664	3,806	1,142
Evening scholars	—	—	—
Total	2,664	3,806	1,142
NUMBER OF TEACHERS‡—			
Certificated	2,103	2,285	182
Assistant	49	26	— 23
Pupil	2,157	2,510	353

* Evening scholars bear a very much less proportion to day scholars in Scotch than in English schools.

† *See* notes on this class of schools in the preceding table for England and Wales. No returns whatever have been made of evening scholars from the simply inspected schools in Scotland, nor of the average number of day scholars from 44 of the 91 such schools inspected in 1867, nor from 48 of the 104 inspected in 1868.

‡ In schools receiving annual grants, except 2 teachers, in 1867, of schools simply inspected.

III.—GREAT BRITAIN.

	Years ending 31st August		Increase.
	1867.	1868.	
NUMBER OF SCHOOLS, *i.e.*, of Departments under separate Head Teachers, inspected—			
Receiving annual grants	13,881	14,824	943
Simply inspected	710	748	38
Total	14,591	15,572	981
NUMBER OF SCHOLARS—			
In schools receiving annual grants—			
Present at inspection—			
Day scholars	1,303,774	1,423,759	119,985
Evening scholars	48,598	61,292	12,694
Total	1,352,372	1,485,051	132,679
Average number attending—			
Day scholars	1,081,389	1,163,368	81,979
Evening scholars	48,721	58,361	9,640
Total	1,130,110	1,221,729	91,619
In schools simply inspected—			
Present at inspection—			
Day scholars*	38,695	42,520	3,825
Evening scholars	33	94	61
Total	38,728	42,614	3,886
Average number attending—			
Day scholars	17,353	19,893	2,540
Evening scholars	—	158	158
Total	17,353	20,051	2,698
NUMBER OF TEACHERS—†			
Certificated	12,613	13,387	774
Assistant	1,203	1,279	76
Pupil	11,519	13,187	1,668

* This is the only authentic number in the table relative to the simply inspected schools. *See* notes on this class of schools in the preceding tables.

† These numbers (except 11 certificated teachers included in the returns of 1867) are confined to the schools receiving annual grants, and do not include the teachers of the simply inspected schools.

Inspection and Annual Grants.

The distinction marked in this table between schools *receiving annual grants*, and schools *simply inspected*,

rests upon Articles 11 and 15–19 of the Code,* and is important to observe in estimating the relation of the Government to the work of elementary education. The Government confines itself to making certain offers of assistance to persons, or bodies of persons, who volunteer to promote and direct the elementary education of the kingdom. Whether these offers shall be accepted at all, and to what extent, is wholly optional. Thus, a school may have been established without public aid, and public inspection may never have been invited for it; or it may have been established by the help of a building grant, and so may be legally open to public inspection; or, although established without public aid, its managers may have invited public inspection; lastly, a school may not only be open to public inspection, but its managers may have gone on to fulfil the terms on which annual grants of public money are offered towards its maintenance. It is in schools of the last class only that the measures of Our Committee are seen in full operation. The average number of day scholars attending schools of this last class in Great Britain during the past year (31 *August* 1868) was 1,163,368, or 4·6 per cent. of the estimated population for 1868.† The number (1,685,168) of scholars on the books of the same schools was 6·7 per cent., and the number (1,914,440) of scholars whom they would hold, if quite full, was 7·6 per cent. of the same population. Regarded in the aggregate, such a result is a wonderful proof of the energy which is forthcoming from a comparatively small

Ratio of scholars in aided schools to population.

The voluntary system.

---

* 11. The aid given to maintain schools is known as "annual grants," being annually payable, at a fixed time, to each school allowed to receive them.

15. No annual grant is paid, except on a report from the inspector, after a periodical visit, showing that the conditions of the grant have been fulfilled.

16. The Committee of Council, at the time of agreeing to make annual grants to an elementary school, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Committee of Council informs the managers of a change. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each elementary school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

18. Schools which have received aid for building, but are not receiving annual grants, are inspected as often as the periodical inspection of the schools receiving annual grants permits.

19. The managers of schools fulfilling the conditions of Articles 4, 6, and 8, may apply for the benefit of Article 18, without having received, or applying for, any grant.

† As is the population of Great Britain in 1851 (20,816,351) to that of 1861 (23,128,518), so are seven-tenths of the difference to the increase (1,798,287) of population in 1868.

number (194,745)* of private persons having at heart the right education of their countrymen. During the same year, the maintenance of elementary schools receiving annual grants cost 1,552,542*l.*, of which amount 484,010*l.* was provided by the Government, 66,819*l.* was derived from endowment, and 508,772*l.* from scholars' fees, leaving 492,941*l.*—in addition to the gratuitous performance of all local duties in connexion with the schools—to be provided by these 194,745 volunteers, under no other obligation than their own sense of duty. During the same year, and in addition, 144,547*l.* was subscribed for building schools, and 28,540*l.* was subscribed, or paid in fees,† towards the support of Training Colleges. In the past three years (1866–8), an addition at the rate of 52,104 per annum has been made to the *annual average* number of day scholars *attending* the schools in receipt of annual grants, and an addition of 83,971 per annum to the number of such scholars *present* in the same schools *on the day of inspection.* But while it would be alike ungrateful to ignore, and impolitic to reject, the social force which is thus attested, the error would be hardly less of assuming that the national benefit is as great as the effort made to promote it is meritorious and surprising. The foregoing aggregate figures take no account of the distribution of schools, of their injurious rivalry in one place, of their absence or worthlessness in another. Voluntary zeal acts where, and to what extent, it pleases. It is indeed true that, in determining whether We will expend the public money in helping to build schools, We are expressly enabled by existing rules‡ to take some preliminary account of local circumstances. But, as regards annual grants to maintain schools, to which object more than 74 per cent. of the total public expenditure in the financial year 31 March 1867–8 was directly applied,§ We have not attempted to use any similar discretion; so that, as soon as a school of a certain connexion and character is produced, annual grants of public money may be claimed to maintain it, without opportunity for consideration on Our part of any circumstance beyond its walls. So far, therefore, as any common provision for the kingdom at large, or for any part of it, is accomplished by such a system, the

---

* *Infrà*, p. *X. t.*

† 5,759*l.* 11*s.* 9*d.* by the students themselves or their relations.

‡ See Article 22, *a*, and *b*, of Code, *infrà*, p. xlix.

§ 503,543*l.* 8*s.* 7*d.* out of 680,429*l.* 0*s.* 3*d.* *Infrà*, p. lxxxvii.

result is accidental, and proceeds, with all the irregularity of accident,* from a number of partial and isolated efforts. It is a mistake to speak of inspectors' districts in a completely local sense. Each inspector sees only such of the aided and inspected schools within a certain area as belong to some one denomination; and if the reports of the several classes of inspectors be locally combined and compared—as is done, in outline, in the Appendix No. 3 of our annual volumes,†—still, even so, the result stops short of a complete account, because inspection itself extends over no school to which it has not been invited by the act of the present or former managers. Inconvenient, however, as such arrangements may appear *primâ facie*, no one, who is familiar with the history of the present system of public elementary education, will need to be reminded, how immediately these arrangements follow from compromises between the Government and the voluntary promoters of education, nor how difficult they would prove to alter without other changes. The palpable objections to them are enough to prove that they are not mere details of administration, but rest on something less optional. Mr. Bowstead's Report (pp. 274–285) places in a striking light the anomalies of the present system, as they are exhibited in South Wales, as well as the conclusions (pp. 282–4) to which they are forcing a large part of the managers and promoters of schools.‡

With these general observations, to explain the limits within which We act, We proceed to lay before Your Majesty some of the principal particulars to which Our attention has been called during the past year.

Simply inspected schools.

The remainder of Our Report will be made more clear, if we speak first of the simply inspected schools. Your Majesty's inspectors, during the past year, visited 748 such schools, and found present in them 42,520 day scholars. There are altogether on the inspectors' present lists 2,779 schools of this class. It rests with the managers at any time to convert them into schools receiving annual grants, by appointing certificated teachers, and fulfilling the other conditions of such aid. This pro-

---

* *Infrà*, pp. xxvi–xxvii.

† *Infrà*, p. 502.

‡ Compare Bellairs, p. 27; Du Port, pp. 65–6; Howard, p. 117; Morell, p. 293.

cess is constantly going on.* The number of inspectors is recruited with reference to the demands of the schools receiving annual grants, which require a visit within each year; and the schools which are simply liable to inspection, but have no grant depending on it, are visited chiefly when, on the subdivision of districts, occasioned by the demands of the schools receiving annual grants, the inspectors have a temporary margin of leisure which they can employ beyond this latter class of schools.

Mr. Bellairs, p. 24, reports of the schools simply liable to inspection:—

"All that can be said for them is that they are probably superior in accommodation to those that have received no building grant, and at all events better than none. But they do not educate the children as they ought to do, and many efficient teachers tell me that they prefer to have a child of eight years old who has learnt nothing but the alphabet and to form letters at home, to one of the same age who has been misinstructed in a bad school. My own experience in great measure bears this out."

Mr. Du Port, pp. 64-5:—

"My experience of schools under certificated teachers (gleaned from the inspection of 190 separate departments of schools) gives the following decimal approximation to a per-centage of good, fair, indifferent, and bad schools, viz.:—

Good -	- 41·57 per cent.	74·72.
Fair -	- 33·15 „	
Indifferent	- 22·1 „	
Bad -	- 3·1 „	

"Whilst my experience of schools under uncertificated teachers (gleaned from the inspection of 33 separate school departments) gives the following as the decimal approximation to a corresponding per-centage, viz.:—

Good -	- 3·03	21·21.
Fair -	- 18·18	
Indifferent	- 36·36	
Bad -	- 42·42	

"I think it right to state that in the majority of these 33 schools, I am quite as dissatisfied with the religious as with the secular instruction. There is almost as great and almost as fatal a want of system in the religious instruction, as in the reading or the sums. The catechism is most probably learned *memoriter*, but it is repeated generally quite without intelligence, and is droned out almost unintelligibly; and where Bible stories are taught, and not merely read, the style of answer-

* The numbers in the year 1850 were, simply inspected schools 2,990, annually aided schools 1,406; in the year 1868, simply inspected schools, 2,779, annually aided schools, 9,205. *See* Report 1850–51, vol. i., p. ix., and *infrà*, p. l. It needs hardly to be added that the schools, which belonged to the one or the other class in 1850, do not necessarily belong to the same class in 1869. The numbers in this note refer to *schools* held in separate buildings, and separately managed; the number of department of schools under separate teachers is much greater.

ing is generally a mere simultaneous bawl in response to either *leading* or *stereotyped* questions, and implies now and promises for the future practical ignorance on the part of the children individually.

"The best subject taught in these schools is writing; spelling is very lame almost always; but not unfrequently copy book writing is very fair; reading is almost invariably both unintelligent and unintelligible. In at least five of these schools, the Bible with its difficult style and many hard words and names was the only class book used for reading lessons."

Mr. Howard, p. 119:—

"Although many schools not under certified teachers do not come under my notice, I occasionally visit some of them, and, as far as I remember, have very seldom met with any in which the attainments were not much below those of schools under good certified teachers."

Mr. Koe, p. 123:—

"From the number of annual grant cases on my list, I have been able to devote but a very short time to the inspection of schools not in receipt of an annual grant. Of the six I have visited, two were in a tolerably efficient state; but the teachers of these, it should be observed, had received the advantage of being trained in a normal school. The other four were bad schools."

Mr. Pickard, after describing in detail the state in which he found 10 schools, adds, p. 154:—

"It is pleasant to turn from such reports as these to those on schools under trained and certificated teachers."

Mr. Pryce, p. 174:—

"Besides the annual grant schools, I inspected last year 16 simple inspection cases. I found the order and instruction in these schools low and unsatisfactory, with very few exceptions. Their general tone struck me as being altogether different to that of even ordinary annual grant schools, and there is reason to fear that the parishes in which they are placed do not often derive very much benefit from their operations."

Mr. Steele, p. 217:—

"The remarks I shall make apply almost entirely to schools claiming annual grants. These have so multiplied as to preclude the inspector from visiting any considerable number of those under simple inspection. I may, however, record my opinion of the general inferiority of the schools under non-certificated teachers, so far as my experience has reached."

Mr. Tregarthen, pp. 245–6:—

"As to the general efficiency of unaided schools, I am able to form an opinion only from the 13 which I visited during the year. From the results of my inspection I had arrived at the conclusion that, compared with schools under trained teachers, none were equal to the 'best,' very few were on a level with the 'fair,' the greater number ranked with the 'moderate,' and some were positively 'bad.' The organization was, as a rule, clumsy and unskilful; the instruction unsound and incapable of standing the test of individual examination; and the discipline wanting in smartness and method. In these schools

ignorant and unskilful that recommendations are thrown away, and the managers, if suggestions are offered, receive them with either dislike or a good-humoured smile, saying, 'Your advice may be all very good, but 'we have no means to carry it out.'"

Mr. Parez, p. 144 :—

"Some transformation would, I feel convinced, be necessary to be effected in teachers of this class, before it would be possible to extend to them the benefits of an annual grant from Government depending on the state of their schools and the proficiency of the scholars. The formidable difficulties which would beset the inspector on his visit to such schools, supposing them to have been unprepared, the want of books, the want of discipline, the incompetency of the teacher to keep a register, or to make up any of the forms and returns, or to carry out in a trustworthy manner any instructions given him would, I believe, render inspection inoperative and useless."

Considering how costly a service is that of the public inspection of schools,* and how much greater fruits it bears when the first steps towards improvement have already been made by local efforts, We have read with great satisfaction the following passage in the Report of the same inspector (Mr. Parez), pp. 149–50 :—

"I have now the pleasure of laying before your Lordships a scheme which has been recently established in the diocese of Carlisle for aiding small schools not in the receipt of Government assistance, by making pecuniary grants to the teachers on a system of payment for results somewhat similar to that of the Revised Code. The fund from which the grants are made is of course very small in comparison with Government grants, but the smallness of the salaries of the teachers renders the scheme effectual. In each rural deanery a sum of 15*l.* is distributed, of which 5*l.* is given by the Diocesan Education Society, 5*l.* by George Moore, Esq., of Whitehall, Cumberland, and the remaining 5*l.* is collected in the rural deanery itself. The examination is conducted by the rural dean, who is ex officio diocesan inspector, or by some one appointed by him. * * A few small prizes are also given among the children for special proficiency. The awards to the teachers vary from 5*s.* to 3*l.* or 4*l.*, and as their salaries are often under 20*l.*, this award, small as it is, is a great boon to them. * *

"The scheme has been well taken up by the clergy in Cumberland, to which county its operation has hitherto been confined, although it is now to be extended to the whole diocese; it is also popular among the teachers, and both directly and indirectly it seems likely to be productive of much good."

In connexion with the first of the two passages just quoted, Mr. Parez, p. 143–4, dwells upon the good effect produced by an ambulatory schoolmaster in carrying the schools of an union† over the stage precedent to useful public inspection and direct public grants. Mr. Bellairs,

---

* In the year 31 March 1867–8, *infrà*, p. 1, 53,703*l.* 8*s.* 5*d.*

† Articles 135–141, *infrà*, p. lxxv.—vi.

p. 30, speaks of the two unions tried in his district as almost, if not entirely, failures. Mr. Howard, p. 120, reports more favourably of the experiment.

Before passing on from the description of inspected schools which do not receive annual grants, We desire to call attention to the fact that they are the representatives, and not unfavourable representatives, of all that part of elementary education which lies outside of the annually aided schools. Mr. Du Port, p. 65, observes:— Representative character of simply inspected schools.

"My 33 schools under uncertificated teachers may be expected to gain a much higher character than would be the case with the mass of such schools throughout the country, inasmuch as in almost every case of the 33, there has been an educational interest stirred up in the parish to be measured by the fact of Government aid having been called in to assist in providing decent school accommodation."

The present annually aided schools in Great Britain, as We have shown above, p. xi, have on their books, 6·7 per cent. of the population. If We confine Ourselves to England and Wales, the ratio is 6·68 per cent. But in 1861 the Royal Commissioners found that the proportion of scholars in week-day schools of all kinds to the entire population of England and Wales was 12·99 per cent.* Deducting 321,768, reported by them to be receiving education in week-day schools of a superior class,† their figures yield the result that 11·33 per cent. of the entire population were, in some sense or other, attending schools for the poor. It follows, therefore, if the proportions remain the same in 1869 as in 1858, that every 10 (in round numbers) of the scholars on the books of our annually aided schools, leave 7 scholars on the books of some other schools for the poor. We have, therefore, to submit to Your Majesty the grave consideration that, unless there be some reason, of which We are ignorant, for supposing the 35,987 scholars, reported on by Her Majesty's inspectors in the schools of England and Wales which are not annually aided, to be exceptionally unfavourable specimens, the description of them applies to 1,017,632 others who would be returned as receiving instruction in any Census of Education which dealt with numbers only in this part of Great Britain.

The expenditure ‡ for building in the year ending 31st December 1868 was 179,010*l.*, viz., 34,463*l.* from the public Building.

* Report of the Commissioners appointed to inquire into Popular Education in England and Wales, vol. i., p. 573.

† *Ibid.*, p. 79.

‡ The grants *paid* for building *within* any year have ordinarily been awarded in the year, or year but one, *preceding* (Article 37, *infrà*, p. lii.).

grant, and 144,547*l.* subscribed. The result of this expenditure was 208 new schoolrooms, and 82 teachers' residences built, 73 schools enlarged or improved, and accommodation provided for 29,811 children, being an increase under each head, as compared with the year ending 31st December 1867, of, granted, 11,659*l.*; subscribed, 54,775*l.*; new schoolrooms built, 77; teachers' residences built, 29; schools enlarged or improved, 8; children accommodated, 10,649. Out of the total sum granted, 29,741*l.*, and out of the total sum subscribed, 131,333*l.*, was for Church of England schools, being an increase, over 1867, of 10,568*l.* granted, and 52,684*l.* subscribed. Out of 103 Church of England schools (173 schoolrooms) built, the trust deeds of 9 contain a Conscience Clause. These 9 schools hold 959 children; 1,490*l.* was granted, and 6,342*l.* subscribed to build them.

Annual aided schools.

We now go on to state some of the results of the individual examination of the scholars under the standards of the Code. The standards (article 48) are as follows:—

	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading.	Narrative in monosyllables.	One of the Narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing.	Form on blackboard or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic.	Form on blackboard or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10: orally, from examples on blackboard.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

Every scholar qualified for examination must be over six years of age, and must have attended (We speak at present of day scholars only) 200 meetings of the same school within the year for which the grant is made. Half the number of attendances are required from half-timers, of whom 52,352 satisfied the condition. The managers, under

certain restrictions,* determine the standard in which the scholars shall be examined.

Individual examination.

Out of 1,685,168 children on the registers (*in the year ending 31st August* 1868) of the annually aided schools in Great Britain, 1,255,953 are over six years of age, and 747,898, or 59·55 per cent. of them, were individually examined. The per-centage, which the number examined bore to the number on the registers, was, in England and Wales, 60·34 per cent.; in Scotland, where grants continue to be paid under the Code of 1860, and do not depend for their amount on the result of individual examination, only 55·25 per cent.

Scholars over 10 years of age.

Those who passed without failure in one or other Standard were 512,973, or 68·59 per cent. of those examined. But of these there were in—

Standard I., 13,625 over 10 years of age.
„ II., 31,115 „ „ „
„ III., 45,227 „ „ „
——— 89,967

Standard IV., 42,994 over 10 years of age.
„ V., 35,106 „ „ „
„ VI., 18,628 „ „ „
——— 96,728

The number of those who failed in one or other Standard was 234,925. But of these were in—

Standard I., 3,523 being over 10 years of age.
„ II., 11,430 „ „ „
„ III., 20,542 „ „ „
——— 35,495

Standard IV., 32,553 being over 10 years of age.
„ V., 22,222 „ „ „
„ VI., 11,062 „ „ „
——— 65,837

The several Standards are intended to be passed as under:—

Years between	6 and 7.	7 and 8.	8 and 9.	9 and 10.	10 and 11.	11 and 12.
Standards -	I.	II.	III.	IV.	V.	VI.

* Article 46, and Supplementary Rules 5—9, *infrà*, pp. liv. and lxxxiii.

The whole number of scholars, over 10 years of age, on the registers of these same schools was 467,280. The number of such scholars presented for examination under the Standards was only 288,027, of whom 191,299 either failed in one or other Standard, or passed only in one of the three lower Standards, the highest of the three being—

To read a short paragraph from an elementary reading book used in the school.

To write a sentence from the same paragraph, slowly read once, and then dictated in single words.

To work a sum in any simple rule as far as short division (inclusive).

In other words, taking 467,280 scholars on the school registers, of the age beyond which day-school attendance is little prolonged,* nothing certain can be stated of the individual proficiency of 38·3 per cent. of them. Confining Ourselves to the 288,027 who were tried, their examination shows 35·2 per cent. of failure, and 31·2 per cent. of insufficient attainments (*i.e.*, not exceeding Standard III.); only 33·6 pass without failure above Standard III. Again, the proportion of scholars over 10 years of age (467,280) to those of all ages over six years (1,255,953) on the school registers, is 37·2 per cent., but the proportion of scholars over 10 years of age (96,728) who pass without failure in any one of the three higher Standards to the same number (1,255,953) is only 7·7 per cent.; that is to say, of four-fifths of the scholars about to leave school, either no account, or an unsatisfactory one, is given by an examination of the most strictly elementary kind. Regarding the unexamined scholars, several presumptions might be offered why they should be less proficient than those examined, but none why they should be more so.

Year after year, attention has been called to similar statements, before as well as since the introduction of the Revised Code.

In 1861, the Royal Commissioners on Popular Education based the reasons for the principal changes which they recommended on the necessity for testing whether or not the bulk of the scholars, and not only the best of them, carried away the indispensable elements of instruction.†

In the Reports of Our Committee, since the introduction of the Revised Code, for the years 1863-7, attention

---

* In the public elementary schools . . . . . attendance diminishes rapidly after 11, and ceases almost entirely at 13. Report of Royal Commission on Popular Education (1861), vol. i., pp. 171, 172.

† Report, vol. i., pp. 157, 174, 341.

has been annually called to the small proportion of scholars over 10 years of age who passed with complete success in any one of the three higher Standards.*

Reading, Writing, Arithmetic.

As far as the mere power of passing goes, irrespectively of higher quality, of age, of standard, or of the proportion of the scholars examined to the rest, a comparison of the last three years shows that, out of every 100 examined, there passed in—

READING:—

——	1866.	1867.	1868.
England and Wales - - -	89·1	89·77	90·03
Scotland - - - - -	94·45	96·39	96·96
Great Britain - - - -	89·9	90·71	91·03

WRITING:—

——	1866.	1867.	1868.
England and Wales - - -	86·33	87·31	88·16
Scotland - - - - -	86·31	89·29	90·48
Great Britain - - - -	86·33	87·59	88·49

ARITHMETIC:—

——	1866.	1867.	1868.
England and Wales - - -	74·72	75·27	76·49
Scotland - - - - -	78·78	82·36	84·8
Great Britain - - - -	75·31	76·28	77·7

These figures prove that the scholars presented for examination generally satisfy the test to which the managers choose to subject them, and the increase in the per-centage of passes marks a certain improvement. The fact, however, that out of 288,027 scholars examined, being over 10 years

* Reports, 1863, p. xxi.; 1864, pp. ix. and xxiv.; 1865, p. xi.; 1866, pp. xxiv.—xxvi.; 1867, p. xxiii.

of age, 59,693, or 20·7 per cent. were presented in Standards I. and II., necessitates one of the following alternative inferences, viz.: that Article 46 of the Code, forbidding the presentation of any scholar a second time for examination under the same or a lower standard, is evaded by change from school to school; * or that the managers and teachers crowd their scholars who are examined for the first time into standards below their real proficiency;† or, lastly, that 20·7 per cent. of the scholars in their 11th year and upwards, who were offered for examination, had not learnt enough to justify them in attempting more than to—

Read one of the narratives next in order after monosyllables in an elementary reading book used in the school;—

Write in manuscript character a line of print;—

Work a sum in simple addition or subtraction, and repeat the multiplication table.

Examination must reach scholars generally.

Such are some of the facts which the searching test of individual examination, individually recorded, brings to light in elementary schools. But the experience of most educated people will tell them that, if an analogous test had been as rigorously and impartially applied to their own schools, that is to say, to schools which had neither illiterate homes, nor irregular attendance, nor uncertain and inadequate means to struggle against, the result, even there, would have proved, and perhaps with hardly less completeness, how arduous a task it is to secure that the great majority of any scholars shall be able to reproduce, in a tolerable degree, the fruits of the instruction which they are supposed to have received.

Objections considered.

Mr. Fussell, pp. 104-5, after testifying that—

"The increased extent to which individual examination is carried by the Revised Code has unquestionably improved the bad schools in his district very sensibly,"

adds;—

"I am equally satisfied that it will beneficially affect other schools, if only means can be found to counteract its mechanical tendency.

---

* Per-centage of Scholars who, in the year 1868, had attended the same School.

Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over.
40·54	22·92	14·88	9·6	5·9	6·16

† The Supplementary Rules 5–9 (*infrà*, p. lxxxiii.) are directed penally against this abuse. Article 54, *b.* 2 of the Code (*infrà*, p. lvii.), which is part of the Minute (Mr. Corry's) of 20 February 1867, offers an encouragement to present scholars in the three higher Standards.

* * * Examinations are less interesting to the managers, to the teachers, and to the children in the upper classes of the schools; or rather, as regards the managers and teachers, their interest is unduly concentrated upon the pecuniary results. The dread of an adverse balance in the year's accounts seems to cramp their energies. Not unfrequently they appear disheartened by the difficulty which they experience in reaching the degree of general efficiency which they were formerly able to maintain."

Mr. Mitchell, p. 131, writes:—

"It may be proper to state that the condition of a school is not necessarily indicated by the number of passes. A very inferior school may rank with the highest in this matter. The one may just satisfy the claims of the Revised Code, while the other exhibits all the life, activity, and excellence which alone can be called education, but which is not indicated by the number of passes."

The question, however, remains—"What other method "will equally well secure that the greatest possible number "of the scholars shall be raised to the point of passing?"

It has nowhere been officially stated, or implied, that the number of passes is the sole measure of a school's excellence; but it is one of the measures; and the school which obtains fewer passes is, *pro tanto*, the worse school. If the "life, "activity, excellence, and general efficiency" of schools are more than partial, they ought not to disappear in proportion as examination is extended to more and more of the scholars.

The following extract from Mr. Gordon's Report on the Normal school at Glasgow, pp. 477–8, is much to the present point:—

"The primary subjects of Article 48, which, before were taught incidentally, have been raised more to the class of distinct regular branches in the practising department, a course of each being now given at a stated hour. * * * With reference to it, the rector, in one of his lectures, quotes as follows from a distinguished foreign educationist:—

"I perceived how much higher a degree of interest and power is obtained by a persevering attention to the elementary parts, until they be perfectly familiar to the mind; and what confidence and interest the child is inspired with, by the consciousness of complete and perfect attainment even in the lowest stage of instruction."

Mr. Mitchell, p. 131, continues;—

"There is also a plan of omitting to subject to examination any but those the master considers likely to pass; thus in many schools, some even the best, the numbers set down for examination bear no proper proportion to the numbers in average attendance. Again, the number of passes may include a very large proportion in Standards I., II., and III., the candidates in the upper standards being very few."

The first plan, inasmuch as every qualified scholar withheld from examination represents a self-imposed loss to the

school of 8*s.*, is not likely to be practised, to any great extent, in schools which can be called "best," except by comparison with bad. Evasion of the higher standards marks a fault of the inspector, if he recommends grants of the full amount to schools which continue to be justly open to this complaint. Our measures,* if exactly administered, take account of quality as well as quantity, even in the grants directly dependent on examination.

Mr. Bellairs, p. 23, writes:—

"An inspector may 'recommend deductions,' that most delicate and difficult part of his duty, entailing pain and anxiety, with much unpopularity; but in many cases this is not sufficient."

It is at least sufficient to prevent the payment of public money under circumstances where it was not intended to be given.

Want of uniform increase in the number of aided schools.

The inspectors generally speak in favourable terms of the effects of the Revised Code,† but some of them complain that no serious increase is made in the number of inspected schools.

Mr. Bellairs, p. 29 ;—

"There is an impression in the minds of some influential persons in my district, that a stimulus might be given if H. M. inspectors were sent to neglected parishes as missionaries in the cause of education, to popularize the proceedings of the Committee of Council, pointing out at the same time the advantages of improved and efficient schools. My experience does not encourage such expectations. We have, I think, enlisted all the persons who are sufficiently interested in the work, to undertake the self-sacrifice and self-denial which it requires. The future progress of our present plan depends more upon the influx of fresh blood into the parishes, than by any stirring up of the old blood already therein."

Mr. Byrne, p. 40 ;—

"I have to regret the small addition made to the number of schools under certificated teachers within the last two years. I reckon an increase of eight entirely new schools beside a few departments in schools already assisted by your Lordships. Indications are not wanting of the near approach of a limit to the multiplication of schools under certificated teachers. * * * So far as willing clergymen are concerned, I may say summarily, and in colloquial English, I have come to the end of them. Beyond the circle of those actually upon the list of managers

---

* Report, 1867–8, p. xxxiv. and supra, p. xxiv., note †.

† Byrne, p. 36. Capel, p. 57. Cumming, p. 369, and 371 (registers); Fussell, p. 104 ; Gream, pp. 108 and 112 ; Howard, p. 116 ; Lynch, pp. 308 and 312 ; Pickard, p. 158 ; Sandford, p. 199 ; Stokes, p. 319 ; Wilkinson, p. 382 ; Du Port, p. 66 ; Gordon, pp. 330–1, 333–8 (Scotland); Hall, p. 352 (Scotland); Middleton, p. 356 (Scotland) ; Morell, p. 290 ; Watts, p. 263.

of assisted schools, I recognize only unwillingness, or various degrees and kinds of inability."

Mr. Capel, p. 52 ;—

"Of this increase * * * at least nine-tenths are due to the larger numbers of children in the annual grant schools of parishes, which have been for some years receiving your Lordships' grants."

Mr. Mitchell, p. 128 ;—

"I regret to add that the increase of schools receiving grants during the two years has been very inconsiderable; only three new schools are returned: Poplar, St. Matthias'; Limehouse, St. Peter's Mission; Holloway, St. James'. While the small schools at High Stone and Kenton have been withdrawn, and the larger one of Kilburn St. Mary has been closed."

Mr. Sandford, p. 197 ;—

"Since I last reported to your Lordships two years ago, the increase in the number of schools and of scholars has not been large; considering that public measures for the improvement of education, which ought to affect its condition in this district considerably, have been introduced recently, this increase is certainly less than might have been anticipated."

He adds, however, p. 215 ;—

"While I have drawn attention to some of the shortcomings of our present system, I am not blind to the progress that has been made, to the marvellous effect which the efforts of educators have had within the last 20 years on the intelligence and general conduct of a large portion of the people."

Mr. Gream, on the other hand, p. 108 ;—

"The general state of education in my district satisfactorily progresses. Hardly a month passes without the addition of one or two annual grant schools, and the teaching and training in the more backward schools annually improves."

Mr. Routledge, p. 195 ;

"Though I am bound to admit that the actual results of education in my district are not what I should wish, yet in the first place there are signs of improvement; and, secondly, there is the desire for education, and, where that is, all difficulties will eventually be overcome."

Management.

With regard to the management of schools, Mr. Bellairs reports, p. 22—

"To secure really good instruction in an elementary school firm and judicious supervision, an adequate staff, with skill and diligence in the master or mistress, should combine; where one or other of these fail loss necessarily follows.

"The plan of confining the management to one person has a tendency to reduce efficiency. If the manager should be, as sometimes happens, indifferent or careless in the matter, this function naturally falls into

abeyance, and the teacher, perhaps young and inexperienced, is left without direction, advice, or sympathy. If he be earnest the management then is a kind of imperialism, in which the interest centres in one person, who has to supply funds, and, if necessary, to pay deficits. Men will not support an institution in the management of which they have no share, nor take enduring interest in a cause in which they have no feeling of responsibility. In many parts of my district the laity, especially those in the middle ranks of society, are not only utterly indifferent, but ignorant of the condition and nature of the schools which exist in the very midst of them. Hence, when the manager is poor or indisposed to a liberal policy, the coat has to be cut to the cloth, and everything reduced to the minimum scale of expenditure, and in many instances, as long as the capitation grants can be secured, there is no attempt to carry instruction further."

Mr. Steele, pp. 225–6—

"In some portions of the district, the managers are only a name; everything, even the choice, engagement, and payment of the under teachers is in the hands of the master or mistress. At one place the teacher told me that the children's work had never been examined, or a question asked them, except by herself, during the year; in another that no lady or gentleman had been inside the school since the last inspection. It would be easy to report at length on the general inferiority of these cases, for even where knowledge is fair in amount it bears the impress of being made to order, with its money value alone in view; while the general tone is more unsatisfactory still. * * * * Preston and Blackburn may serve as illustrations. Both are large manufacturing towns, lying only 10 miles apart, with the same class of population and character of schools. In Blackburn the management is a reality, and remarkable interest and activity are manifested by the principal laymen and employers of labour, as well as the clergy, in the cause of popular education. In Preston the system seems to have established itself of virtually leaving the school and all its concerns in the hands of the teacher.

"In Preston the average attendance in church day schools is 4,671, the number of assistant teachers 8, and of pupil-teachers 58. In Blackburn the average attendance is 3,252, assistant teachers 8, and pupil-teachers 48. Reckoning, then, one assistant as equivalent to two pupil-teachers, teaching power in Blackburn is 24 per cent. stronger than in Preston. This is one result of the difference of management; another is, that at Blackburn the per-centage of passes is 90·4, at Preston 83·1."

Mr. Stewart, p. 237—

"There is yet another point connected with the management of schools which appears to me to require notice, the practice, namely, of throwing on teachers a share of the pecuniary responsibility which each school may be said to represent.

"It is not unfrequent at the present time to guarantee rather low salaries to masters and mistresses, and to make the rest of their incomes depend on what they can earn by means of children's pence and the grants conditionally due from public sources. Such an arrangement of necessity leads to a kind of speculation which may in certain circumstances be extremely profitable; but there is, on the other hand, very considerable danger that public interests will be set aside in favour of private ones.

"If teachers, from choice or from necessity, are led to give undue importance to the purely commercial aspect of a school a strong tempta-

tion will be created to keep down its expenses and to get rid of those pupils who pay badly; that is to say, to avoid as far as possible the employment of pupil-teachers and the admission of very poor children."

Mr. Watts, p. 265—

"In collective examinations of pupil-teachers I often meet with candidates of a very unpromising stamp. On one occasion * * * upon inquiry I found that * * * the reason why some of the most advanced boys could not be induced to become pupil-teachers was the small payment of 1*l.* a quarter offered to such as would accept it, with far less regard to their efficiency than to the means of securing the maximum grant at the least possible expense. * * * * *

"These cases are confined, I believe, to schools where, unwisely in my opinion, in consideration of a fixed stipend plus all the pence, and a portion, if not the whole, of the Government grant, the responsibility of providing pupil-teachers is either sought by or thrust upon the master, who is not always capable of resisting the temptation to swell out his own salary by employing the cheapest, and most probably therefore the most inferior, article; thus injuring in a degree which it is difficult to measure the actual welfare of his own school, as well as the future welfare of a system which it is strictly his duty to promote.

"Whenever I have had an opportunity I have strongly deprecated this principle, and I have endeavoured to impress upon managers the fact that the remedy, as well as the responsibility, rests with them. Judging from the kind manner in which my suggestions have been received, coupled with the general readiness I have witnessed on the part of managers to carry them out, I entertain hopes that the evil of which I complain will be removed in the course of a few years."

The present system of public aid to elementary education assumes, from first to last, that there are persons on the spot able and willing to provide, or to see provided, what further funds are requisite; to apply the total amount in the manner best calculated to benefit their schools; and to be responsible that the teachers, whom they appoint and dismiss, faithfully execute their office. The public duty for which the managers volunteer is laborious and costly, but their practical acceptance of this labour and this cost is their title to the power which goes with it. They have undertaken to perform a great public duty, and whatever be the difficulty of their task, it is part of their self-imposed obligation.

The uncertainty of this voluntary action is its weak side. On no part of the public (except those whom it deprives of education) does this uncertainty weigh more heavily than on the clergy. They are visible representatives of a common duty, and are too often left to choose between the pain of seeing it go undone, or of performing it (in some wholly disproportionate degree) themselves. Clergy.

Mr. Howard, pp. 119, 120:—

"At present the chief burden of the support of schools is borne by the clergy; the farmers as a class give nothing, the contributions of

country gentlemen are shamefully small. I could name parishes in which good schools are mainly supported by the clergy, where there are large estates owned by men of high position in the county, but whose names do not appear on the list of voluntary subscribers.

"It seems neither fair nor honourable for men of large means thus to shirk their responsibilities. It is as bad as if the parishes expected the parsons to pay for the cleaning of the church clocks, and almost as bad as if the county required them to bear the cost of the county police."

Mr. Mitchell, p. 134:—

"In every previous report it has been a painful duty to refer to the extreme difficulty which many of the clergy experience in collecting funds for the maintenance of their schools. When I allude to any defect, either of building, of books, apparatus, or furniture, I am constantly met by the observation, that though my remarks may be correct there are no funds to carry out the suggestions, that in fact the schools live as it were only from day to day, that mostly they are in debt, and nothing but the receipt of the whole of the expected Government grant will enable the manager to escape bankruptcy and the consequent necessity of closing the schools. I am perfectly justified in stating that there are few schools, especially in the poorer districts, which without the clergyman incurring great responsibilities would be able to maintain an existence of half a year in advance.

"The documents of several schools show this fact."

One of Mr. Mitchell's correspondents, an incumbent of Bethnal Green, writes:—

"Thus, the schools are starved, or starve the incumbents who strive to keep them up in an efficient state."

Mr. Routledge, p. 195:—

"The clergy here, as everywhere, have devoted a great deal of time and attention to the good cause, and have contributed out of their means considerably more in proportion than the bulk of landowners and manufacturers. Yet of this latter class there are many brilliant exceptions."

Doubtless, there are reasons, besides the indifference of the laity, why this undue burden is left to fall upon the clergy. Mr. Bellairs* points to some of them in the following extract, pp. 23 and 26:—

"Some of the very small schools fail from want of numbers in scholars, as well as of funds. The question of grouping small parishes with one efficient central school has not received the attention it deserves. The present plan of confining school management to the clergy of the respective parishes interferes here. Each one feels that he would be guilty of disloyalty to the parochial system if he consented, however indirectly, to place his children in a school out of his own cure. * * *

"In regard to voluntary contributions, in many places these might be considerably increased if the constitution of managing committees could be so altered as to enlist more the sympathies of the laity.

---

* Compare Report of Committee of Council on Education, 1867-8, p. xli.; Royal Commission, 1861, vol i., pp. 290-292.

"Where the clergy have thrown the general management upon the parish, making all to feel themselves responsible for the well-being and support of the school, their contributions from sources hitherto unsuspected have fallen into the exchequer."

The same inspector sums up his judgment in p. 23 :—

"My experience is that sole management is not the most efficient."

To the same effect, Mr. Byrne, p. 38 :—

"Parochialism is a rock on which the Church of England should fear to run the risk of making shipwreck in her recently assumed character of instructor of the poor. If each parish be ambitious not to subserve the general interest, but to possess a school, however inefficient, of its own, the result will be such as we see in Gloucester, where in one parish there is a large school for boys languishing for lack of funds, and incomplete in its character in the absence of departments for girls and infants. In another, two departments (for girls and infants), neither of them thriving, are assembled in one room, divided by a wooden partition. In one parish alone (St. James's) is there a complete school of three departments. In the rest either there are only single departments or the sexes are intermixed, a plan not to be justified by necessity in a town parish where each sex is in sufficient force to require a school to itself, and scarcely to be recommended where scholars are to be found, as they are in towns, of an age comparatively more advanced than in the rural districts."

The difficulties of management in Roman Catholic schools are unusually great. The population is almost exclusively immigrant, and very poor; the priests are changed more frequently than is the case with our established clergy. The individual character of the management, and its want of continuity, has, in several instances, caused administrative difficulty. We should be glad to learn that, where the elements of a lay committee of management (in terms of the model deed*), cannot be found to act for every individual school, larger areas of management were formed, and district boards of clergy and laymen appointed with which particular schools might stand in some recognized connexion.

Some of the inspectors consider that the old system, whereby the greater part of the grant used to reach the managers in a form that left them no discretion in the manner of employing it had advantages† over the Revised Code. But Mr. Stokes, p. 323, points to circumstances which, in his opinion, justify the present plan, and promise improved management in the class of schools (Roman Catholic) which he inspects :—

"The changes of the Revised Code have in no respect exercised a more beneficial influence than in leading school managers to occupy

---

* Report of Committee of Council on Education, 1851–2, p. 45.

† Gream, pp. 112, 113 ; Stewart, p. 230 (entire report).

a position of extended usefulness. In taking upon themselves the full and undivided responsibility for the management of schools, they have become familiar with the administrative rules of the Department and the reasons of them; they have learnt to exercise a sound discretion in the choice of teachers and assistants, to superintend the course of instruction, to exert means for securing a steady attendance of children, and to manage carefully the financial concerns of schools."

Certificated teachers.

The judgment of the inspectors on the certificated teachers is generally favourable.

Mr. French reports, pp. 86, 87:—

"The teachers employed in my district are as a rule, I am glad to say, conscientious, painstaking, industrious persons. They seem to be animated by the sincerest desire to advance the moral and intellectual welfare of the children entrusted to their care. I believe that they make it their business to learn the particular character and temper of each of their scholars—not the least important part of a teacher's duty. They always know who are painfully timid and shy, and require a word of encouragement, and gentle dealing, and who are forward and ready, and require a little checking at the time of too great eagerness. It affords me the greatest pleasure to speak of the teachers that come under my notice as being for the most part well-fitted for their office both by character and attainments. Many of them have held their positions for several years, and have gained such esteem as may well fill them with genuine satisfaction."

Mr. Howard, p. 115:—

"The certified teachers in the district as a body continue to do their work with much zeal and heartiness. I believe that they receive from those with whom they have to do merited respect and esteem. With the spread of education the influence of the teachers increases, they are acting on the mass of society as a wholesome leaven, the working of which is slow but certain, and will, I do not doubt, show itself in days still to come."

Mr. Lynch, p. 312:—

"The admirable institution for the training of female teachers which the Roman Catholics of England possess in the normal schools at Liverpool, continues to send out year after year to the schools of my district young persons who have enjoyed every advantage that the highest order of instruction can afford. Their conduct and the example they give in their varied spheres of labour are proofs, if proof be needed, that an early education in which religious influences are the bases is as necessary for the instruction of our teachers as it is for every class in society.

"Our training school for masters at Hammersmith, under many disadvantages and discouragements, has sent to my district several teachers of whose success it may well feel proud, and very few whose careers have been attended with discredit."

Mr. Stokes, p. 469, qualifies this praise in respect of some of the Hammersmith students who had fallen under his inspection, but imputes the cause to their not having been pupil-teachers in the first instance:—

"I have now for several years annually noted with particular pleasure the excellence of the Hammersmith practising school. It is a model of

primary instruction. I only wish that its features could be so impressed upon the memory of the students, and the means taken to secure its excellence in discipline and instruction communicated to their intellect in so lasting a form as to enable them to reproduce schools of the same type elsewhere. It is disheartening to find young masters fresh from the school where all is order, method, and cheerful docility, who are unable in their own schools to maintain ordinary discipline, and who even seem unconscious of its absence. It would seem that preparatory practice as pupil teachers in schools really well conducted is essential as a foundation for the lessons of the training college."

Mr. Bellairs (in part to the same effect as Mr. Stokes), p. 23:—

"Another cause of failure is the unskilfulness as well as the comparitive youth and inexperience of the teachers. The latter cannot, of course, be altered; but the former can. Much of it, I suspect, arises from the imperfect way in which the pupil-teachers are exercised in class management and teaching in their respective schools, and from the want of proper means in some of the normal schools for practice."

He adds, at p. 29:—

"Whatever may be done, I sincerely hope the certificate may be preserved."*

Mr. Pryce, p. 169:—

"I wish it to be clearly understood that, taken as a class, I consider the school teachers holding Government certificates throughout my district to be honest and high principled persons; that there may be some in such a numerous body who are inclined to take an unfair advantage of a trust reposed in them in order to increase their salaries is perhaps almost to be expected; that their number is very small is most creditable to the profession."

Mr. Tregarthen, pp. 249 and 251:—

"With regard to the general efficiency of the schools taught by certificated teachers, I may venture to report favourably of nearly all of them. It is quite true that many might be better; but the greater number are in a fair state of efficiency, and some few are excellent. * * *

"Some half-dozen schools in the district are taught by teachers holding the provisional certificate. They are quite as successful as most of those schools under teachers who have passed through a longer training."

Mr. Waddington, p. 299:—

"As a rule, I feel sure that the certificated teachers work with conscientious diligence, and where there is failure or defect in the results, I am confident it is far more often due to want of personal power or of sufficient assistance than to want of will or of hard work."

Mr. Wilkinson (Scotland), p. 384:—

"The teachers are as a body respectable, well conducted, and attentive to their duties; of the trained teachers almost all are satisfactory

* To the same effect, Fussell, p. 107; Parez, p. 144; Watts, p. 268. With qualifications, Gream, p. 112; Tregarthen, p. 243.

and more than satisfactory, in respect both to instruction and discipline; of the few schools of untrained teachers I cannot speak in other terms than those of moderate commendation."

Mr. Hall (Scotland), p. 346:—

"The certificated teachers of my schools are, as a body, I am glad to say, devoted to their work, and, with a few exceptions, efficient in the discharge of it, while not a few of them are men whose substantial attainments and gentlemanly bearing make them an ornament to their profession."

Mr. Pryce, p. 176:—

School-mistresses.

"A good mistress is preferable to an inferior master, and further, a good mistress may be had for the salary usually paid to an inferior master. I am quite satisfied in my own mind, that if ever small country schools are to become annual grant schools, they must be placed under the charge of mistresses, and that this is by far the wisest plan if the school funds will not allow the managers to engage the services of tolerably fair masters. Some mixed schools in my district, on the English borders, are in a very fair condition as regards discipline and instruction, presided over by mistresses. It only requires that the managers should visit the schools pretty frequently, and on all occasions be ready to support the authority of the mistress. In Wales the wisdom of employing certificated mistresses has not yet been fully recognized, owing in part perhaps to the fact that while there are three male normal schools, there is not one female normal school in the principality."

Mr. Tregarthen, p. 249:—

"The greater number of the annual grant schools—122 out of 181—are what are termed 'mixed.' The reason of their being so is very apparent—the parishes are too small to provide children or funds for separate departments. I think it a matter more for congratulation than regret, that nearly twice as many mistresses are employed in these schools as masters. No doubt motives of economy have had most to do with this preference for mistresses over masters, but, as far as I can judge, it is economy working in a right direction. According to my experience a good female teacher is more capable of understanding the natural dispositions and mental powers of dull village children, and of instructing them kindly and skilfully, and of exercising over them a powerful influence for good, than an average male teacher."

The employment of women instead of men as teachers, is calculated to meet some of the pecuniary difficulties under which the smaller rural schools labour, and has attracted favourable notice from several inspectors. In Scotland, the employment of women in any schools, except in departments confined to infants, was almost unknown within the official memory of Our committee, and the first demand by some of Our predecessors, for the introduction of women to teach sewing, was strenuously deprecated, as contrary to national custom. Yet Mr. Middleton, p. 364, now reports:—

"Several small schools in this district, formerly taught by men, are now taught by women far more efficiently. The change is, I under-

stand, going on gradually throughout the country. I have met no person practically and largely acquainted with education that doubts the benefit of the change. Before we knew how extensively women conduct the common school education of the United States, we had begun to move in the same direction."

Pupil-teachers.

With regard to the future supply of teachers, the recovery noticed last year in the supply of pupil-teachers has been more than maintained. Last year, for the first time since 1863 inclusive, there was an increase in the number of pupil-teachers. The increase (in the year ending 31 December 1867) was 715. This year, the increase is 1,982. Our predecessors in office remarked in their last Report* that the recruiting of the profession must at last depend upon the popular opinion of its prospects. The average salaries show a steady—those of the masters a marked—tendency to rise. The average annual pecuniary emoluments (including Government Grants, and all professional sources of income) of certificated masters were—

Salaries.

	£	s.	d.
In 1866 - - -	87	3	0
„ 1867 - - -	88	18	5
„ 1868 - - -	91	5	11

Of certificated mistresses (not confined to infants)—

	£	s.	d.
In 1866 - - -	55	0	2
„ 1867 - - -	55	11	0
„ 1868 - - -	56	1	7

Of certificated mistresses (confined to infants)—

	£	s.	d.
In 1866 - - -	52	10	2
„ 1867 - - -	53	11	3
„ 1868 - - -	54	16	0

The averages in 1868 are taken on 12,201 teachers, of whom 6,365, or 52·1 per cent. are, in addition to their pecuniary receipts, provided with a house or lodgings rent free.

The following inspectors insist upon the continued difficulty of procuring pupil-teachers, or upon the decline in their attainments.

Fussell, p. 106; Gream, p. 112; Hall, p. 346; Steele, p. 227; Waddington, p. 299; Wilson, p. 379.

The following inspectors notice recovery, or the beginnings of it.

Howard, p. 114; Mitchell, p. 127–8; Parez, p. 147–8; Pickard, p. 156; Tregarthen, p. 251.

* Report, 1867–8, p. xv.

Mr. Stokes, p. 468:—

"Schoolmasters are growing more content with their position and prospects. The laborious and efficient men find that payment by results tends to increase their credit and their pay. Some who were scared away in the panic are returning to the employment of teaching. More lads offer themselves for apprenticeship as pupil teachers; in short the many and considerable advantages of the teacher's lot begin to re-assert their influence."

Several inspectors dwell upon the equality or superiority of girls over boys for the office of pupil-teacher.

Du Port, p. 78; French, p. 87; Routledge, p. 190.

But this resolves itself into a comparison of mistresses with masters, because the pupil-teachers must be regarded not only as doing the service of the schools in which they are engaged, but also as the successors of the principal teachers.

School farming.

The alleged difficulty of procuring pupil-teachers is, no doubt, to a considerable extent real, and due to the general rise of wages. But, to a very considerable extent also, it is factitious, and attributable to the practice of managers who put a teacher into a school with a stipulated salary of very small amount, or even with none, and practically leave him to make the best of it as his own adventure.* It need scarcely be added that a voluntary system cannot take much credit for such schools, which, in effect, have no disinterested person connected with them to check certificates and returns, and to see that there is a proper outlay on books, apparatus, and assistant teachers. It is to this practice that the animadversions of the inspectors who complain of the mercenary spirit† which characterizes many schools are applicable, and it is upon this practice that Article 52, c. 1, of the Code has an important bearing. The grant is not to exceed the amount of local contribution (including fees) raised within the same year. Reductions under this Article in the past year were imposed to the amount of 2,695*l*. We are sorry to be obliged to add that, in more than one instance, the income of the year had been improperly (to use no harsher term) exaggerated in the returns.

Minute, 20 February 1867.

The minute of 20th February 1867 (known as Mr. Corry's minute) and now embodied in Articles 46, 54, and 90[1] of the Code,‡ has been in operation, in England and

---

* *Suprà*, pp. xxvii–xxix.

† Bellairs, p. 22; Fussell, p. 105; Stewart, pp. 230–40; Watts, p. 265.

‡ *Infrà*, pp. liv., lvii., lxviii.

Wales only, throughout the whole of the past year. It is printed and explained in pp. xcviii.–ciii. of the Report of Our Committee for 1867, and the results of it are tabulated at pp. 16–17 of this present volume. It offers extra grants upon certain conditions to elementary schools.

The inspectors are all favourable to the principle of the Minute, but many of them speak of its conditions as too intricate.* It will be observed, however, that every one of the conditions is in favour of efficiency. Nor have they prevented the Minute from taking very considerable effect. The sum granted to elementary schools under the Minute in the past year amounts to 13,235*l.* It is to be observed that the Minute is favourable to small schools (having an average attendance not exceeding 64), because they escape the condition which requires a staff of teachers above the minimum prescribed in the Code. Of such schools, 744 obtained extra grants; so did 1,870 larger schools. Altogether 9,073 schools or departments of schools were examined under the Minute in the year 1868. The schools which obtained a grant were thus 28·8 per cent. of those examined. It is, however, to be noted that the per-centage of successful schools in the five months of the Minute's operation in 1867, was only 18·1 per cent. of those examined. Nor is the full significance of this increased per-centage to be gathered from the figures alone. The seventeen months ending 31st August 1868, contain seven months, viz., from September 1867 to March 1868, both inclusive, wherein schools were examined for the first time only under the new Minute, and therefore had no opportunity, if their staff of pupil-teachers had dropped to the minimum required by the Code, of recruiting it to the minimum required by the new Minute. Indeed, detailed analysis would show that the 10·7 per cent. of increase *on the whole number* mainly belongs to the schools inspected for the second time under the Minute during the five months April–August 1868. Of course, on that number of schools only, the per-centage would be very much larger.†

---

* Byrne, p. 43; Capel, pp. 61–2; Du Port, p. 68; Gream, p. 108; Howard, pp. 114 and 117; Koe, p. 123; Lynch, p. 312; Mitchell, p. 139; Morell, pp. 286 and 291; Parez, pp. 145–7; Pickard, p. 160; Price, 168; Routledge, pp. 186–7; Tregarthen, p. 254; Waddington, p. 301; Watts, p. 264.

† The rate of grant per day scholar, for years ending 31 August, has risen from 8*s.* 1*d.* in 1863, and 9*s.* in 1864–7, to 9*s.* 4¾*d.* in 1868, and 9*s.* 11*d.* (estimated) in 1869. Of the increase in 1868, as much as 3¼*d.* was expended specifically under Mr. Corry's Minute. In the estimated grant of 9*s.* 11*d.* per scholar for 1869, Mr. Corry's Minute accounts for 9½*d.*

Evening scholars.

The grants for evening scholars* are rising very rapidly in amount, chiefly in consequence of the permission given to managers by Articles 142–9 of the Code † to conduct the examination of such scholars themselves, at the time most convenient, without waiting for the presence of the inspector. The Minute establishing those Articles is dated 8th February 1865.‡ The grants paid on account of evening scholars are as follows for England and Wales.

Years ending 31 August.	Scholars examined.	Granted.
		£
1866	31,481	11,333
1867	40,572	14,134
1868	52,499	17,664

The estimate under this head for the now current year 1869–70 is 23,395*l.* The result of these examinations is not satisfactory. The examination of the 52,499 evening scholars presented in 1868, aged between 12 and 21 years, gave the following results.

Standard.	Number presented for examination.	Per-centage of the number examined in each Standard who failed to pass in one or other of its three Subjects.
I.	16,216	28·51
II.	13,663	31·2
III.	10,383	36·42
IV.	7,273	34·84
V.	2,446	36·59
VI.	2,518	32·89

* Byrne, p. 43; French, p. 86; Howard, p. 114; Mitchell, p. 131–2; Watts, pp. 268–9; Routledge, p. 192–3.

† *Infrà*, p. lxxvii.

‡ Report of Committee of Council on Education, 1864–5, p. lxxviii.

Taking the whole number examined, under whatever standards, those who failed in

Reading were 7·98 per cent.
Writing were 15·69 per cent.
Arithmetic were 19·92 per cent.

Considerably more than half (56·9 per cent.) of the whole number examined were presented in Standards I. and II. Assuming that unfair advantage* is not generally taken of the relaxation in favour of these scholars of the rule which allows them to be presented in the same standards in successive years,† the figures show a terribly backward state of education‡ in the class from which the scholars come, and wherein they leave the dissolute and the lazy unaccounted for.

Compulsory education.

The inspectors who refer to the question of compulsory education express themselves, without exception, as favourable to the principle of it. Mr. Tregarthen touches the two sides—attendance of scholars, provision of schools—from which the subject has to be regarded. At pp. 256–7 he writes:—

"To speak of the apathy and poverty of parents leading to the early removal of scholars, of irregular attendance at school, of the moving from one school to another, of the demands of the labour market, and the irresistible temptation of adding the smallest sum to the weekly earnings of the family, is to tell your Lordships what others have told over and over again. My portfolio is full of letters uttering the same complaints, telling the same old story. * * * * * *

"What wonder if I find managers of schools in many places openly advocating and expressing themselves as quite prepared to welcome any legislative enactment which should either prohibit a child being taken away from school before he has acquired the first rudiments of knowledge, or which shall provide that up to a certain age, 10 or 11 years, it shall be illegal to employ a child in any agricultural pursuit unless it is shown by his possession of a 'scholar's certificate' that he has mastered the elements of instruction."

Again, at p. 258, after giving a striking instance of the evil he complains of, he adds:—

"If the education of the poorer classes is of national importance I would venture to observe that the foundation on which it rests would seem to want strengthening in some way, if it is possible that the whole educational fabric, as in the case I have mentioned, reared in a parish with great labour and cost, may fall into a state of ruin, and be rendered nearly worthless when one individual withdraws his support."

---

* Du Port, p. 80; Steele, p. 222.

† Article 46, and Report of the Committee of Council on Education 1862–3. p. xxiv.

‡ Sandford, pp. 203–4, 209, 212.

The difficulty of enforcing attendance at school, especially in the agricultural districts, is dwelt upon by Mr. Du Port, p. 82, and Mr. Routledge, p. 184. Both concur with Mr. Tregarthen's witnesses in recommending indirect compulsion, in the form of a prohibition to children to be employed in labour until they have passed some minimum examination before a public officer. Mr. Routledge, p. 184, writes:—

"If the important point is (as I would venture to suggest) that not the mere attendance at school, but the result of such attendance, in the shape of attainments, should be compulsory, the system we should aim at eventually would be some such a one as this:—(*a.*) That no child, till he is 10 years of age, be allowed to work at all unless he has passed an examination in the present Standard II. (*b.*) That no child, till he is 14 years of age, be allowed to work full time unless he has passed an examination in Standard VI. Beyond 14 years of age the difficulty of State interference becomes greater, and other questions arise which it is not the place here to discuss."

With regard to the compulsory provision of schools Mr. Du Port, p. 184, writes:—

"One other aspect of 'compulsory education,' though perhaps not often actually popular, I have rarely known to be rejected as objectionable, and I have never known to be withstood by any argument worthy of the name. I mean an interference by your Lordships in the way of taking an initiative as regards rural parishes, where, either from the smallness of the clerical income or from other causes, no adequate provision has been started for the education of the labouring class.

"I have often stated the hypothetical case of a school being started and maintained partly by aid of a local rate imposed by parliamentary authority upon such apathetic or neglectful parishes, and partly by capitation grants from the Consolidated Fund, dependent upon an examination by a Government inspector, and the rising or falling of which would cause a corresponding fall or rise in the amount to be contributed from the local rate; and, independently of certain detailed criticisms, * * * I have hardly ever known the justice of such an exercise of the compulsory system impugned; only it is very generally laid down as part of the working of such a plan that it should take the initiative in no parish without first giving to that parish such fair notice of the intention as would allow of an effective school being started there under the existing voluntary system, should the feeling of the parish be in favour of it."

Mr. Sandford, pp. 207–8, gives facts to show that, without a local rate, the poorer class of scholars in his district cannot be educated, nor schools properly provided with assistant and pupil teachers.

Mr. Bowstead, p. 277, states:—

"To bring the means of a sound education fairly within reach of the labouring classes in these 500 places, it will probably be necessary to have at least 300 additional elementary schools in connexion with the Government.

"I have purposely limited these calculations to my own district, not feeling at liberty, in such a report as this, to apply a similar analysis to

the whole of England and Wales. But a glance at the pages of the Blue Book, disclosing as it does in almost every county long series of blanks in the columns for schools, satisfies me that, if the whole return were carefully examined, it would disclose results similar in kind to those at which I have arrived, though they might often differ considerably in degree.

"I submit, then, that here is a most pressing want of a large number of additional elementary schools, and I venture to add that I see no chance of this want being supplied within any reasonable time under our present system. One of the first principles of that system is, that the Government must always wait for local action, and never take the initiative in establishing a school; and the more knowledge one acquires of local circumstances from year to year the more difficult it becomes to to conceive that local difficulties can ever be universally overcome unless some pressure be applied from without."

Again, p. 284:—

"I constantly meet with cases where some single individual is lord paramount of a whole district, and where that individual or his agents refuse either to give or sell a piece of ground for the erection of school premises, however pressing may be the want of them. Sometimes objection is made to the proposed school because it is a British one, sometimes because it is to be under inspection, and sometimes simply because it is a school. Occasionally it happens that, where there are two or three landowners in a place, each of them has some one of these objections to urge. I will not enumerate all the cases of this kind which have come under my notice; but without giving details I may mention the names of three very important places, in which the school accommodation at this moment is shamefully inadequate, simply because sites, that could be granted apparently without the least inconvenience, are absolutely refused. These places are Brynmawr and Beaufort on the borders of Brecknockshire and Monmouthshire, and Treherbert in the Rhondda valley in Glamorganshire. Each of these places is inhabited by an industrial population amounting to some thousands, and the hardship inflicted is very grievous.

"Now it seems to me that a remedy should be sought for grievances of this kind, and that an adequate one might easily be found. Let a public officer be sent to report upon all such cases as I have alluded to, and in the event of his deciding that a school is wanted, let power be given by Act of Parliament to some public authority to summon a jury, to have a value set upon the land that is required, and to compel the owner to give it up on receiving its price."

Mr. Mitchell, p. 140:—

"Many people are favourable to schools being built and supported by a rate, and the lamentable condition of much that I have described forms a great argument in favour of their opinion. Experience proves that to depend solely on charity to supply these demands is not favourable to happy results. The voluntary system, when tried by the balance, must be pronounced to be greatly a failure, numbers of children receiving no education at all, and many of the remainder an education that is totally inefficient and valueless."

Mr. French, p. 97, Mr. Howard, p. 119, and Mr. Waddington, p. 297, all advocate compulsion, in one form or other, as necessary.

Factory Acts.

Mr. Steele, p. 228, points out an important particular wherein the compulsion already imposed by the Factory Acts fails of its object, and he is thus incidentally led to make a suggestion similar to the one just quoted from Mr. Routledge :—

"It is a very common practice for parents in manufacturing districts altogether to neglect the education of their children until they commence work, *i.e.*, until they are eight years old at least. The idea is, that then, when they are compelled to go to school, they will get schooling enough. It results, that if a child does not happen to get work at a factory, he has no education at all; if he does, his whole time is taken up in mastering rudiments, which ought to have been acquired long before, and he never probably acquires enough to be of real service. The first Standard in factory schools is constantly filled with great boys and girls, whose work and schooling recently commenced together. Thus a sort of encouragement is indirectly and undesignedly given to parental negligence; for probably many of these children, but for the prospect of future enforced education, would have been sent to school in earlier years. I should be glad to see an extension of the half-time Act to meet this common evil. It would not, I think, be more unreasonable to require a child, before commencing daily work, to show he has received some education, than it is to enforce education along with his work. The requirement might be either a certain standard of knowledge, or a certain period of attendance. An indirect compulsion like this would go far in manufacturing districts to solve the question of compulsory education."

Normal Schools.

The two following summaries exhibit the provision made for training schoolmasters and schoolmistresses, and the extent to which it is used :—

Summary No. 1.

Denomination.	Original Cost of Buildings.		
	Subscribed.	Granted by Committee of Council.	Total.
	£ s. d.	£ s. d.	£ s. d.
Church of England - -	194,085 14 1¼	91,474 10 3	285,560 4 4¼
British - - - -	40,425 9 7	12,203 7 6	52,628 17 1
Wesleyan - - - -	33,101 9 3	5,049 10 0	38,150 19 3
Congregational - - -	—	—	—
Home and Colonial - -	1,600 0 0	6,000 0 0	7,600 0 0
Roman Catholic - - -	9,630 0 8	3,900 0 0	13,530 0 8
Scotch :—			
Established - - -	14,699 7 10½	11,847 8 0	26,546 15 10½
Free Church - - -	14,467 18 6	7,492 10 0	21,960 8 6
Episcopal - - -	—	—	—
Grand Totals -	308,010 0 0½	137,967 5 9	445,977 5 9½

SUMMARY No. 2.

Denomination.	Amount of Expenditure for Year 1868. Granted by Committee of Council.	Balance from other Sources.	Total.	Number of Students in 1869. Resident. Male.	Resident. Female.	Resident. Total.	Room for (Article 102[1]). Male.	Room for (Article 102[1]). Female.	Room for (Article 102[1]). Total.
	£ s. d.	£ s. d.	£ s. d.						
Church of England.	41,530 12 2	16,613 14 5	58,144 6 7	488	714	1,202	999	788	1,787
British - -	5,917 7 0	1,942 18 2	7,860 5 2	121	102	223	141	102	243
Wesleyan -	4,071 14 3	2,384 16 5	6,456 10 8	67	64	131	72	60	132
Congregational	- - -	- - -	- - -	6	13	19	25	25	50
Home and Colonial.	3,979 16 8	1,684 6 0	5,664 2 8	—	140	140	—	140	140
Roman Catholic	3,208 12 8	1,673 12 10	4,882 5 6	42	65	107	70	73	143
Scotch:—									
Established -	6,276 2 8	2,221 10	8,497 11 6	111	110	221	188	16	356
Free Church	6,521 2 4	1,728 6 10	8,249 9 2	71	150	221	199	185	384
Episcopal -	540 6 1	291 10 9	831 16 10	—	22	22	—	26	26
Grand Totals	72,045 13 10	28,540 14 3	100,586 8 1	906	1,380	2,286	1,694	1,567	3,261

The accommodation since last year has been increased by room for 56 students, of whom 50 belong to the Congregational College at Homerton, inspected for the first time in 1868 (pp. 451–466) by Mr. Matthew Arnold, and 6 to the Episcopal Church in Scotland, being the addition of so many female students in place of male students belonging to their discontinued college.* Before instituting any comparison between the accommodation and the number of students occupying it, We must call attention to the fact that 298 vacant places are due to the Presbyterian Colleges in Scotland, and (with the exception of a small number of female students at Edinburgh †) do not represent empty colleges, but simply the absence of so many students lodging by themselves, as compared with the number of such students in 1862.‡ The total number of students resident in 1869 is slightly in excess of the number in 1868, viz., 2,286 as against 2,257. The vacant places continue to belong chiefly to the colleges for male students, of whom 906 are in residence, and 788 others might be so. Of female students 1,380 are in residence, and there is room for 187 others. Comparing the years 1867 and 1868—

* Compare, *infrà*, p. 389 with Reports 1866–7, p. 373, and 1867–8, p. 475.
† Report of Committee of Council on Education, 1860–1, p. xiii.
‡ Article 102[1] of Code, *infrà*, p. lxxi.

Year.	Male.		Female.	
	Candidates for Admission.	Passed.	Candidates for Admission.	Passed.
1867	599	454	879	706
1868	615	457	910	788

If attention be confined to the number of the candidates for admission who have been pupil-teachers, the number is less in 1868 than in 1867, and the quality of the male candidates worse.

Year.	Male Pupil-teachers.		Female Pupil-teachers.	
	Candidates for Admission.	Failed.	Candidates for Admission.	Failed.
1867	445	57	674	99
1868	413	69	631	56

It is to be borne in mind that the pupil-teachers who appeared in December last at these examinations are those who were admitted to apprenticeship in 1864 and 1865, *i.e.*, in the years when the panic about the effects of the Revised Code was still prevalent, and the number of pupil-teachers was being reduced at the rate of 2,019 (1864) and 940 (1865) per annum. We have already * pointed out that this ebb, which continued till the end of 1866,† turned in 1867, and that the tide is now steadily rising again. We anticipate considerable effect from Article 90[1] (part of Mr. Corry's Minute)‡ when

* *Suprà*, p. xxxv.

†

Years ending 31 December	Reduction in the Number of Pupil-teachers.		
	Male.	Female.	Total.
1863	920	652	1,572
1864	1,318	701	2,019
1865	518	422	940
1866	175	75	250
	Increase in the Number of Pupil-teachers.		
1867	342	373	715
1868	991	991	1,982

‡ 90[1]. *Infrà*, p. lxviii.

it comes to be better known among managers and teachers. After the examinations of December 1867, the grants paid under the only part of it which had had time to become operative amounted to 1,113*l.* After the examinations in 1868, the grants under its two sections amounted together to 2,536*l.*

To the general review, instituted by Our immediate predecessors,* of this part of the present system, We have nothing to add. The character of the facts remains the same. We desire, however, to notice that the proposal which was submitted to Them, to dispense with the examination of candidates for admission † into training colleges, is condemned by Mr. Tinling and by Mr. Stokes. Mr. Tinling, pp. 412–13, reports as follows:—

"I am certain that the more the subject is considered, the greater must the gain of the admission examination appear; as it affords a proof that each young person at the age of 18 years has exhibited some decision of character, and some amount of willingness and power to devote herself to study and to self-improvement, which is the only fair ground of hope we can have for her future success and for her continuance in the profession.

"Within the last few months I have over-looked a large number of papers worked by the candidates for admission, many of which were so imperfect that they afford a very clear proof of the necessity of such an examination, if the education of our normal schools is to be maintained in any degree above the level of our elementary schools."

Mr. Stokes, pp. 468–9:—

"The possibility of the abolition of this entrance examination was discussed. Although the college is far from full, and the entrance examination may operate to keep it empty, yet the officers all concurred in deprecating the abolition; they appear to think that the removal of the bar, which under your Lordships' authority now enables them to exclude the wholly ignorant and incompetent, would as a necessary consequence be followed by the admission of many subjects totally unsuitable for training, and thus tend powerfully to degrade their special work, and through it to injure primary schools. Their decided judgment seems to deserve consideration."

(Signed) de GREY AND RIPON.
W. E. FORSTER.

Council Office, 19 May 1869.

---

* Report of Committee on Education, 1867–8, pp. x–xv.
† *Ibid.*, p. xii.

REVISED CODE (1869)

OF

Minutes and Regulations of the Committee of the Privy Council on Education.

Preliminary Chapter.

1. A sum of money is annually granted by Parliament for public Education in Great Britain.

2. This sum is administered by an establishment called the Education Department.

3. The head of the Education Department is the Lord President of the Council, assisted by a member of the Privy Council, who is called the Vice-President of the Committee on Education, and who acts under the direction of the Lord President, and for him in his absence (Order in Council, 25 February 1856, Act 19 & 20 Vict. c. 116).

4. The object of the grant is to promote the education of children belonging to the classes who support themselves by manual labour.

5. The means consist in aiding voluntary local exertion, under certain conditions, to establish or maintain schools, which are either:

(*a.*) For the instruction of children (*elementary*); or

(*b.*) For training schoolmasters and schoolmistresses (*normal*).

6. In elementary schools, the children attend from the homes of their parents, and charge is taken of them during the school hours only.

7. In normal schools, entire charge is taken of the students.

8. Every school aided from the grant must be either:

(*a.*) A school in connexion with some recognized religious denomination; or

(*b.*) A school in which, besides secular instruction, the Scriptures are read daily from the authorized version.

9. Aid to establish schools is given by grants towards the cost of building, enlarging, improving, or fitting up, elementary school-rooms and dwellings for elementary teachers.

Aid is not given to establish normal schools.

10. Aid to maintain schools is given by grants to the Managers conditional upon the attendance and proficiency

of the scholars, the qualifications of the teachers, and the state of the schools.

11. The aid given to maintain schools is known as "annual grants," being annually payable, at a fixed time, to each school allowed to receive them.

12. No grants are made to schools which are not open to inspection by inspectors appointed by Her Majesty in Council on the representation of the Committee of Council on Education.

13. The Committee of Council consults the religious or educational bodies which are mentioned in Article 30 before making representations to Her Majesty for the appointment of inspectors to visit schools in connexion with those several bodies.

14. The inspectors do not interfere with the religious instruction, discipline, or management of schools, but are employed to verify the fulfilment of the conditions on which grants are made, to collect information, and to report the results to the Committee of Council.

15. No annual grant is paid, except on a report from the inspector, after a periodical visit, showing that the conditions of the grant have been fulfilled.

16. The Committee of Council, at the time of agreeing to make annual grants to an elementary school, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Committee of Council informs the managers of a change. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each elementary school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

18. Schools which have received aid for building, but are not receiving annual grants, are inspected as often as the periodical inspection of the schools receiving annual grants permits.

19. The managers of schools fulfilling the conditions of Articles 4, 6, and 8, may apply for the benefit of Article 18, without having received, or applying for, any grant.

20. The duration of the period, over which the right of inspection extends, depends upon the degree of permanency of the object for which the grant is made.

(*a.*) If the grant is made for erecting, enlarging, or improving a school, the right of inspection is secured by a clause inserted in, or endorsed upon,

the school deed, and is co-extensive with the interest conveyed by that deed.

(*b.*) If the grant is annual only, the inspector's visit may at any time be declined by the managers, on forfeiting the grant depending upon it.

21. No undertaking must be commenced in general reliance upon the aid to be obtained from the Parliamentary grant. Separate applications, in the form of proposals, must, in the first instance, be addressed to the Secretary, Committee on Education, Council Office, London, S.W.

Full instructions are thereupon issued according to the particulars of the application.

The promoters, or managers, must appoint one of their own body to act as correspondent with the Education Department. Teachers cannot act as correspondents for the schools in which they are employed.

Chapter I.

GRANTS TO ESTABLISH ELEMENTARY SCHOOLS.

Building.

22. Aid is not granted to build new elementary schools unless their Lordships are satisfied—

(*a.*) That there is a sufficient population of the labouring class which requires a school in the vicinity.

(*b.*) That the religious denomination of the new school is suitable to the families relied upon for supplying scholars.

(*c.*) That the school is likely to be maintained in efficiency.

(*d.*) That the buildings, at the time of application, have not been begun nor contracted for, and that no trust deed has been executed.

23. The grants made by the Committee of Council for building, enlarging, improving, or fitting up elementary schools, are not to exceed *any one* of the following limits, viz. :—

1*st Limit.*—The total amount voluntarily contributed by proprietors, residents, or employers of labour *in* the parish where the school is situated, or *within* a radius of four miles from the school. Such contributions may be in the form of

(*a.*) Individual subscriptions ;

(*b.*) Collections in churches or chapels in the same parish, or within the distance of four miles from the school ;

(*c.*) Materials, at the price allowed for them by the contractor, or at which sold off;

(*d.*) Sites given without valuable consideration (the value to be certified by two professional surveyors);

(*e.*) Cartage (the value to be certified by the parochial surveyor of roads).

2*nd Limit.*—2*s.* 6*d.* per square foot of internal area in new school-rooms and class-rooms.

3*rd Limit.*—65*l.* for each teacher's residence.

24. The site, plans, estimates, specifications, title, and trust deed, must be previously approved by the Committee of Council.

25. The balance of expenditure which is not covered by the *voluntary local* contributions and by *the public grant*, taken together, may be made up from any other sources that are available, such as the proceeds of endowment, or subscriptions which are not local.

26. Grants are not made for rooms intended to be used on Sundays only; nor for rooms under places of worship; nor to pay off debts for building; nor in consideration of former expenditure for building; nor for maintenance of buildings; nor for improving or fitting up schools which have already received the maximum amount allowable under Article 23.

27. The extension of the area of existing school-rooms to receive more scholars, and the addition of teachers' dwellings to existing school-rooms, are treated *pro tanto* as new cases under Article 23.

28. No application can be entertained if the approved estimate (Article 24) falls below 20*l.* in small rural schools (Article 133), or 50*l.* in other schools.

The Site.

29. The site must be—

(*a.*) *In extent,*

Not less than 1,200 square yards.

(*b.*) *In situation,*

1. Not unhealthy, nor noisy.
2. Within convenient distance from the homes of the scholars.

(*c.*) *In tenure,*

Fee simple (Acts 4 & 5 Vict. c. 38., and 12 & 13 Vict. c. 49.)

(1.) Without incumbrance, or rights reserved over the surface.

(2.) If with reservation of minerals, the party in whom the fee simple of them is vested must covenant to make compensation in the event of damage, and the grant made by the Committee of Council must be the first charge upon such compensation; the whole of which is to be applied as the Secretary of State for the Home Department may direct in furtherance of the trust for a school.

(3.) If subjected to powers of leasing, sale, or re-entry, the lease or sale must not be without the written consent of the Secretary of State for the Home Department, nor the re-entry without first repaying any grant which may have been paid in respect of the premises.

(4.) Leaseholds are not admissible, if fee simple can be obtained. The term must not be less than 99 years, and there must be no onerous covenants, nor more than nominal rent.

(5.) Copyholds must be enfranchised (Act 12 & 13 Vict. c. 49. s. 6.).

The Trust Deed.

30. The trust deed must declare the premises to be granted in trust for the education of the poor, and for no other purpose whatever. It must also provide for the legal ownership of the premises, and for the inspection and management of the school, according to one or other of the precedents settled for: Church of England Schools, British Schools, Established Church of Scotland Schools, Wesleyan Schools, Free Church (Scotland) Schools, Roman Catholic Schools, Jewish Schools, Episcopal Church (Scotland) Schools, Undenominational Schools (belonging to none of the previous classes, but in which the Bible is read daily from the authorized version).

31. When the trust deed has been executed according to a draft approved and sealed by the Committee of Council, and (when necessary) enrolled or registered, a copy of it, including all signatures, attestations, and endorsements, must be made on plain unstamped parchment, and lodged in the Education Office.

32. When the application is for a grant to enlarge, improve, or fit up, an existing elementary school already conveyed in trust, the deed must be a legal conveyance of

the land, and not at variance with any of the principles which determine the approval of new deeds. The right of inspection must be permanently secured (Act 7 & 8 Vict. c. 37. sections 1 and 2), and there must be no powers or reservations to which the Act 18 & 19 Vict. c. 131. cannot be applied, and which might become prejudicial to the school.

The Plans.

33. The plans (with specification and estimate), when approved and sealed, may be returned to the promoters for use, but must be lodged in the Education Office before a grant is paid.

Payment of Grants for Building, Enlarging, Improving, or Fitting up Elementary Schools.

34. The amount of the grant is not announced until after the draft trust deed and plans have been sealed.

35. The grant must be accepted or declined within 14 days.

36. The grant is paid on presentation of a certificate (with balance sheet annexed), by the Building and Managing Committees of the school, setting forth that the building and conveyance are completed, and that the money in hand, raised by absolute donations, will, when added to the grant, meet all claims, and finally close the account.

37. Grants under 50*l.* are treated as lapsed, if unpaid at the end of nine months, and grants above 50*l.* at the end of 18 months, from the date of announcing them.

Chapter II.
GRANTS TO MAINTAIN SCHOOLS.
Part I.
ELEMENTARY SCHOOLS.
Section I.

Annual Grants conditional upon the Number and Proficiency of the Scholars, the Number and Qualifications of the Teachers, the State of the Schools, and the Destination of the Pupil-Teachers.

38. Schools may meet three times daily; viz., in the morning, afternoon, and evening.

39. Schools which do not meet more than once daily cannot receive grants.

40. The managers of schools may claim at the end of each year, defined by Article 17:

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at *the morning and afternoon* meetings, not being less than 400, of their school, and 2*s.* 6*d.* per scholar

according to the average number in attendance throughout the year at *the evening* meetings, not being less than 40, of their school.

(*b.*) For every scholar who has attended more than 200 morning or afternoon meetings of their school:—

1. If more than six years of age 8*s.*, subject to examination (Articles 46 and 48).
2. If under six years of age, and present, except in united schools (Article *138[2]), on the day of the examination, 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 46, *a*).

*40[1]. The average number of scholars in attendance for any period is found by adding together the attendances (Article 41) of all the scholars for the same period, and dividing the sum by the number of times the school has been open within the same period; the quotient is the average number in attendance.

41. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction less than two hours, nor attendance at an evening meeting for any scholar who has been under instruction less than one hour and a half.

42. Evening attendances may not be reckoned with morning or afternoon attendances in making up the prescribed minimum of 200 or 24 attendances.

43. Evening attendances may not be reckoned for any scholar under 12 years of age.

44. Every scholar attending more than 200 times in the morning or afternoon, for whom 8*s.* is claimed, forfeits 2*s.* 8*d.* for failure to satisfy the inspector in reading, 2*s.* 8*d.* in writing, and 2*s.* 8*d.* in arithmetic (Article 48).

*44[1]. Evening scholars may be examined by the inspector at the time of his visit (Article 16), or, when more convenient, at another time under the direction of the managers (Articles 142–9).

45. Every scholar attending more than 24 times in the evening, for whom 5*s.* is claimed, forfeits 1*s.* 8*d.* for failure to satisfy the inspector in reading, 1*s.* 8*d.* in writing, and 1*s.* 8*d.* in arithmetic (Article 48).

---

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

46. Every scholar for whom the grants dependent upon examination are paid (Article 40, *b*, 1, and *c*,) must satisfy the inspector either—

(*a*.) According to one of the following standards (Article 48); or,

(*b*.) In some specific subject of secular instruction, provided for in the time tables of the school in use throughout the past year (Article 17), beyond Standard VI.

*46[1]. No scholar attending in the morning or afternoon may be presented a second time for examination—

(*a*.) under the same or a lower standard † (Article 46, *a*); nor

(*b*.) beyond Standard VI (Article 46, *b*).

*46[2]. Articles 46, *b*, and 46[1], *a* do not apply to evening scholars.

47. Under any Half Time Act, 100 attendances (Article 41) qualify individual scholars for the grant offered by Article 40, *b*:—

(*a*.) Upon examination.

(*b*.) Without examination, after they have satisfied the inspector according to the highest standard (Article 48), but continue to attend school under the Act.

*47[1]. In calculating (Article 40[1]) the average number in attendance, the attendances (Article 41) of half-time scholars reckon for no more than those of other scholars.

48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading.	Narrative in monosyllables.	One of the Narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing.	Form on blackboard or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic.	Form on blackboard or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10: orally, from examples on blackboard.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

† See Supplementary Rules, pages lxxxii–lxxxiv, columns VIII*a*, VIII*b*.

49. The grant may either be withheld altogether or reduced for causes arising out of the state of the school.

50. The inspector does not proceed to examine scholars in reading, writing, and arithmetic for the grant, until he has first ascertained that the state of the school does not require it to be withheld.

51. The grant is withheld altogether,—

(*a.*) If the school be not held in a building certified by the inspector to be healthy, properly lighted, drained, and ventilated, supplied with offices, and containing in the principal school-room at least 80 cubical feet of internal space for each child in average attendance.

(*b.*) If the principal teacher be not duly certificated (Article 67) and duly paid. Teachers certificated before 31st March 1864, and who have not otherwise agreed with their employers, are duly paid if they receive not less than three times the grant allowable upon their certificates in Articles 64–5 of the Code of 1860, and they have a first charge to the extent of this grant, being one-third of such due payment, upon the money received by the managers, under Article 40.

Exceptions :—

1. United schools (Article 136).
2. Infants, in a separate room, whose average number in attendance throughout the year (Article 17) does not exceed 40, and who form part of one school under a certificated teacher in the same premises.

(*c.*) If the girls in the school be not taught plain needlework as part of the ordinary course of instruction.

(*d.*) If the registers, accounts, and certificates (Articles 79, and 88, *columns* 2–3) do not warrant confidence.

(*e.*) If, on the inspector's report, there appears to be any *primâ facie* objection* of a gross kind. A second inspection, wherein another inspector (or inspectors) takes part, is made in every such instance, and if the grant be finally withheld, a special minute is made and recorded of the case.

---

* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

(*f.*) If three persons at least be not designated to sign the receipt for the grant on behalf of the school.

52. The grant is reduced,—

(*a.*) By not less than one-tenth nor more than one-half in the whole, upon the inspector's report, for faults of instruction * or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

(*b.*) By sums of 10*l.* for every 40 or 80, after the first 50 of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively for every such 80 scholars.

The forfeiture is reduced from 10*l.* to 5*l.* if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Pupil-teachers cannot be apprenticed in schools under teachers certificated in the lower grade of the fourth class (Articles 131–2), nor in united schools (Articles 135–140).

(*c.*) By its excess above,—

1. The amount of school fees and subscriptions; or
2. The rate of 15*s.* per scholar according to the average number in attendance,

} in the year defined by Article 17.

(*d.*) By the amount of any annual endowment (Article 93[3]).

53. If the excess of scholars has arisen from increased attendance of children since the last settlement of the school staff (Articles 62, 63), the forfeiture prescribed by Article 52 (*b*), does not accrue.

---

* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

*53[1]. The reduction prescribed by Article 52 (*d*) is suspended, as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s*. per scholar according to the average number in attendance in the year defined by Article 17.

54. (For the Article formerly 54 see 54[1]). The grant is increased at the rate of 1*s*. 4*d*. per examination satisfying the inspector (*pass*) in reading, writing, or arithmetic (Article 48), up to any number of such examinations, not exceeding 120, on the following conditions, viz. :—

(*a*.) The number of teachers must have allowed, throughout the past year (Article 17), for every 40 or 80 after the first 25, of the average number of scholars in attendance either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 for every such 80 scholars.

(*b*.) The number of passes in reading, writing, and arithmetic must—

1. exceed 200 per cent. of the annual average number of scholars in attendance who are over six years of age. In schools where the calculation of average attendance is made indiscriminately upon scholars above and scholars under six years of age, the school registers of age are to determine in what ratio the average number in attendance is to be divided.
2. fall under Standards IV.—VI., to the extent of at least one-fifth part of the whole number of passes.

(*c*.) The time tables of the school, in use throughout the past year (Article 17), must have provided for one or more specific subjects of secular instruction beyond Article 48. The inspector must name the specific subject or subjects in his report, and must state that at least one-fifth part of the average number of scholars over six years of age have passed a satisfactory examination therein.

*54[1]. (This Article was numbered 54 in the Code of 1867. It has expired except with regard to *Scotland*, and is verbally altered to adapt it to its now limited applica-

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

tion.) Pupil-teachers engaged with the consent of the Committee of Council on Education according to the form of indenture in use under the Code of 1860, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40 ; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

55. In every school receiving annual grants, there must be provided, out of the school funds, besides the ordinary registers of attendance,—

(*a.*) A diary or log-book.

(*b.*) A portfolio wherein may be laid all official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt.

Diary or Log Book of School.

56. The diary or log-book must be stoutly bound and contain not less than 500 ruled pages.

57. The principal teacher must daily make in the log-book the briefest entry which will suffice to specify either ordinary progress, or whatever other fact concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, &c. may require to be referred to at a future time, or may otherwise deserve to be recorded.

58. No reflections or opinions of a general character are to be entered in the log-book.

59. No entry once made in the log-book may be removed nor altered otherwise than by a subsequent entry.

60. The inspector will call for the log-book at his annual visit, and will report whether it appears to have been properly kept throughout the year.

61. The inspector will not write any report on the good or bad state of the school in the log-book at the time of his visit, but will enter therein with his own hand the full name and standing (*certificated teacher of the —— class*, or *pupil-teacher of the —— year*, or *assistant-teacher*) of each member of the school establishment. The inspector will not enter the names of pupil-teachers respecting whose admission the Committee of Council has not yet pronounced a decision.

62. The summary of the inspector's report when communicated by the Committee of Council to the managers must be copied into the log-book by the secretary of the latter, who must also enter the names and description of all teachers to be added to, or withdrawn from, those entered by the inspector, according to the decision of the Committee of Council upon the inspector's report. The secretary of the managers must sign this entry.

63. The inspector before making his entry of the school establishment in the following year will refer to his own entry made in the preceding year, and also to the entry which is required to be made by the secretary of the school pursuant to Article 62, and he will require to see entries in the log-book accounting for any subsequent change of the school establishment.

*63¼. A log-book must be kept in each united school (Article 141 *b*).

Section II.

Teachers referred to in the preceding Section.

64. The recognized classes of teachers are,—(*a.*) Certificated teachers. (*b.*) Pupil-teachers. (*c.*) Assistant teachers.

65. Lay persons alone can be recognized as teachers in elementary schools.

Certificated Teachers.

66. Teachers, in order to obtain certificates, must be examined (Article 130), and must undergo probation by actual service in school (Articles 73, 74).

67. Certificates are of four classes. The fourth (lowest) class consists of an upper and a lower grade (Article 131), and includes special certificates for teachers of infants (Article 122). No certificate is issued above the fourth class. Certificates are raised to the higher classes by good service only (Article 78).

Examination.

68. Teachers are examined for certificates as means of distributing the Parliamentary grant to schools. The examination is not open to candidates for professional diplomas only.

69. Examinations are held in December of each year at the several training schools under inspection (Articles 119

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

and 128). The relative proficiency of the candidates according to examination is recorded upon their certificates, but does not affect the class of them (Article 67).

70. A syllabus, for male and female candidates respectively, of the course of study, may be had on application to the Committee of Council.

71. The names of teachers desiring to be examined must be notified by the managers of their schools to the Committee of Council before the 1st day of November preceding the examination.

72. Candidates admissible to be examined for certificates must be,—

(*a.*) Students in normal schools under inspection (Articles 94, 119, and 120–1); *or*,

(*b.*) Teachers who, besides satisfying Articles 68 and 71, are upwards of 22 years of age, and have either—

1. completed an engagement as pupil-teacher satisfactorily; *or*,
2. obtained at least two favourable reports with an interval of one year between them upon the school in which they are still employed.

Probation.

73. Candidates for certificates, after successfully passing their examination, undergo probation (*that is to say*), they must, as teachers continuously engaged in the same schools, obtain two favourable reports from the inspector, with an interval of one year between them; and, if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required.

74. One favourable report is sufficient after the examination, if the candidate, being continuously engaged in the same school, has obtained two favourable reports in consecutive years immediately preceding the examination.

74[1]. The inspector reports of each school visited by him whether it is efficient in organization, discipline and instruction.

75. Teachers under probation (Articles 73–4) satisfy the conditions which require that schools be kept by certificated teachers.

Revision.

76. If the second (or third) report is favourable, a certificate of the fourth class is issued, and remains in force

(unless recalled under Articles 74[1] and 79) for the next five years; after which interval, it is open to revision, according to the intermediate annual reports; and so on after each further period of five years until the first class is reached.

77. No teacher who has changed more than once from one school to another during the five years preceding revision can be advanced to a higher class.

78. Re-examination is not permitted to candidates once passed, unless they fall under Article 131.

Concurrence of Managers.

79. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

*80.

Pupil-teachers.

81. Pupil-teachers are boys or girls employed to serve in a school under inspection on the following conditions, namely :—

(*a.*) *That the school* is reported by Her Majesty's Inspector to be—

1. Under a duly certificated master or mistress (Articles 67 and 131).
2. Held in suitable premises.
3. Well furnished, and well supplied with books and apparatus.
4. Divided into classes, and skilfully instructed.
5. Under good discipline.
6. Likely to be maintained during the period of engagement.

(*b.*) *That the pupil-teachers* be not less than 13 years (completed) of age at the date (*see marginal note* 6) of their engagement.

(*c.*) Be of the same sex as the principal teacher of the school, or department of a school, in which they are employed; but in mixed schools, or departments of schools, under a master and mistress, female pupil-teachers may receive instruction out of school-hours from the master, on condition that the mistress be invariably present during the whole time that the lessons are being given by the master, who must be

* Retained in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

husband, father, son, or brother of the mistress, and not both young and unmarried.

(*d.*) Be presented to the inspector for examination at the time and place fixed by his notice (Article 16).

(*e.*) Pass the examinations and produce the certificates specified in Article 88.

(*f.*) *That the managers* enter into an agreement in the following terms:—

To be stamped with a stamp of 2*s.* 6*d.*

MEMORANDUM OF AGREEMENT between

[1] Names, &c. in full of a quorum of the managers.

[1] _____

_____

_____ herein-after called *the managers*, on behalf of the Managers of the _____ School and

[2] Names, &c. in full of father or other surety of the assistant.

[2] _____

_____ herein-after called *the surety*

[3] Father, or as the case may be.

[4] Name in full of the pupil-teacher.

the[3] _____ of [4] _____ herein-after called *the pupil-teacher*.

The said managers, for themselves, their executors, administrators, and assigns, agree with the said surety, h[5] executors, administrators, and assigns, as follows:

[5] His or her.

1. The said managers agree to engage the said pupil-teacher to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the said pupil-teacher shall not be obliged to serve therein more than six hours upon any one day, nor more than 30 hours in any one week. Sunday is expressly excluded from this engagement, and all duties intended to be performed by the pupil-teacher on that day are left to be separately agreed upon.

[6] The month defined by Article 16.

[7] Preceding month.

[8] Five full years; or any less number of years, not under two, provided (*a.*) that the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service; and provided also (*b.*) that the end of the reduced term of service fall beyond the candidate's 19th year (completed).

2. This engagement shall begin on the first day of [6] _____ 186__, and shall end on the last day of [7] _____ 18[8]___, but if the said pupil-teacher shall, with the consent of the other parties hereto, attend one of the examinations held by Her Majesty's inspectors of schools for admission into Normal schools in December next preceding the last-mentioned date, this

engagement may end on the 31st day of the said month of December.

3. The said pupil-teacher shall be paid as wages[9] _____ per[10] _____ in the first year, and this sum shall be increased by[9] _____ per[10] _____ in each subsequent year of the engagement, but such increase may be stopped at the discretion of the managers of the said school for the time being for the unexpired remainder of any year after receipt of notice from the Committee of Council that the said pupil-teacher has failed to pass the examination, or to fulfil the other conditions, of a pupil-teacher according to the standard of the preceding year as prescribed in the Articles of the Code of the said Committee applicable to the case.

[9] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

[10] Week, or as the parties may agree.

4. The said pupil-teacher either while the school is not being held, or as one of the scholars (if any) attending the school for instruction in the evening, shall receive, without charge, from the certificated teacher of the said school for the time being, special instruction during five hours per week, of which hours not more than two shall be part of the same day. Such special instruction shall be in the subjects in which the said pupil-teacher is next to be examined pursuant to the said Articles.

5. The said pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind respectively; and this engagement shall be terminable on either side by a written notice of six months, or in lieu of such notice, by the payment on either side of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as a debt by the party entitled to receive it, and to be over and above the

settlement of all other accounts between the parties.

6. The said pupil-teacher enters into this engagement freely and voluntarily on h[5]_____own part, and with the privity and consent of the said surety.

7. The said surety agrees with the said managers, their executors, administrators, and assigns, to clothe, feed, lodge, and watch over the said pupil-teacher during the continuance of this engagement in a manner befitting the same.

Signed[11] this ___ day of _____

_____ in the presence of _____

_____ in the presence of _____

_____ in the presence of _____

[11] All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

N.B.—This agreement should be deposited with the school papers (Article 55). The surety should have either an executed duplicate (which requires a second stamp), or at least a certified copy. The agreement exists only between the persons who sign it. If any of them are changed (*by removal of managers, or otherwise*), forms and instructions for a new agreement (with stamp) may be obtained upon application (Article 21) to the Committee of Council.

82. The Committee of Council on Education is not a party to the engagement, and confines itself to ascertaining, on the admission of the pupil-teacher and at the end of each year of the service—

(*a.*) Whether the prescribed examination is passed before the inspector.

(*b*). Whether the prescribed certificates are produced from the managers.

83. Whatever other questions arise upon the engagement may be referred to the Committee of Council on Education (provided that all the parties agree in writing to be bound by the decision of Their Lordships as final), but, otherwise, must be settled like any other matter of hiring or contract.

84. Vacancies in the office of pupil-teacher, however occasioned, which occur in the course of any year (Article 17), must not be filled up until after the next examination by the inspector. In the meantime, the candidate or candidates must be engaged by the week only as monitors,

88.]	1. Health. *Scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.*	Certificates of Character and Conduct. 2. In Church of England Schools.	3. In Schools not being Church of England Schools.	4. Reading.	5. English Grammar. [*After Admission,* Latin Grammar, *as alternative.*]	6. Writing and Composition.	7. Arithmetic and Mathematics.	8. Geography.	9. History.	10. Teaching.*	11. Drawing. *Where suitable Means of Instruction exist.*	12. Music. *Where suitable Means of Instruction exist.*	Religious Knowledge. 13. In Church of England Schools, the Clergyman assisting in the Examination.	14. In Schools in Scotland.	15. In Schools where the Managers are not desirous of coming under the Obligation of giving the Instruction set forth in the Two preceding Columns.	16. In Schools where the Managers object on Religious Grounds to give any Certificate concerning the Religious State of their Schools.
For Admission.	A *medical* certificate that candidate is not subject to any infirmity likely to interfere with profession of teacher.	A certificate from the clergyman and managers that the moral character of the candidates and of their homes justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	A certificate from the managers that the moral character of the candidates and their families justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	To read with fluency, ease, and expression.	To point out the parts of speech in a simple sentence.	To write from dictation in a neat hand, with correct spelling and punctuation, a passage of simple prose.	To write from dictation sums in the first four rules of arithmetic, simple and compound, and to work them correctly, and to know the tables of weights and measures.	To have an elementary knowledge of geography.	- - -	To teach a junior class to the satisfaction of the inspector.	1. If exercises in freehand, linear geometry, linear perspective, and model and object drawing be worked successfully during the apprenticeship, the fact is registered, and the pupil-teacher is credited with a corresponding number of marks in any future examination for a teacher's certificate. 2. The exercises may be worked in any order throughout the years of apprenticeship. 3. Pupil-teachers may study and be examined (about *March* in each year) at any of the drawing schools in connexion with the Department of Science and Art. 4. Pupil-teachers, although not studying at such drawing schools, may be permitted (by arrangements between the managers of the schools in which they are apprenticed and the master of any such drawing school) to be annually examined there. 5. An annual examination in drawing is also held in *November* at each of the Normal Colleges (Article 94*a*), and pupil-teachers, who obtain permission from the authorities of them, may attend there, if more convenient, for examination. 6. For detailed information respecting the means of instruction, and the places and times of examination, apply by letter to "The Secretary, Department of Science and Art, South Kensington, London, W." Candidates for examination in drawing cannot be examined on the occasion of the Inspector's visit.	- - -	To repeat the Church Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture History.	To repeat the Assembly's Shorter Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture History.	To produce a certificate from the managers of the school that the religious knowledge of the candidate is satisfactory to them.	No annual certificates are required, but it must have appeared that the school fulfils the conditions of Article 8.
							Male Pupil-teachers.	Female Pupil-teachers.								
End of 1st Year	Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress. 3. Certificate from the clergyman that they have been attentive to their religious duties.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress. 3. Certificate from the managers that they have been attentive to their religious duties; but this certificate is not required if the managers on religious grounds object to give it, and if the school fulfils the conditions of Article 8.	Improved articulation and expression in reading.	The noun, verb, and adjective; with their relations in a simple sentence. [*As an alternative exercise, the regular declensions of Latin nouns, and the meaning in English of the Latin prepositions.*]	To write from memory the substance of a passage of simple prose, read to them with ordinary quickness.	Practice and proportion.	Practice and bills of parcels.	The British Isles. [Maps to be drawn in this and the following years.]	- - -	To give a class a reading lesson, and to examine it on the meaning of what has been read.	Shapes of notes and rests. Staves. Places of notes on the treble stave.	The Holy Scriptures and Catechism, with illustrations by passages from Holy Writ.	The Holy Scriptures and the Assembly's Shorter Catechism, with illustrations by passages from Holy Writ.	Same as above.	—
End of 2d Year.	Same as at end of first year.	Same as above -	Same as above -	Improved articulation and expression in reading.	The pronoun, adverb, and preposition; with their relations in a sentence. [*As an alternative exercise, the regular declensions of Latin adjectives, and the Latin pronouns.*]	To write as above, and to be able to repeat 50 consecutive lines of a secular character from some standard English poet (selected by the managers) with just expression and knowledge of meaning.	Vulgar fractions.	Proportion	Europe and ancient Palestine.	- - -	To examine a class in the rudiments of grammar and arithmetic, and during the examination to keep the class attentive, in order, and in activity, without undue noise.	Dotted notes and rests. Time, various kinds of, and signatures of. Diatonic scale.	The Holy Scriptures, Liturgy, and Catechism, more fully than in the preceding year.	The Holy Scriptures and the Assembly's Shorter Catechism, more fully than in the preceding year.	Same as above.	—
End of 3d Year.	Same as at end of first year, but *from medical practitioner.*	Same as above -	Same as above -	Improved articulation and expression in reading.	The conjunction with the analysis of sentences. [*As an alternative exercise, the conjugation of Latin regular verbs (active and passive), and of the verb esse.*]	To write notes of a lesson on a subject selected by the inspector; and to be able to repeat 40 consecutive lines of a secular character from some standard writer of English prose (selected by the managers), with just expression and knowledge of the meaning.	Decimal fractions; and Euclid, Book I., to end of XVth Proposition.	Vulgar fractions.	The colonies.	The succession of the English Sovereigns from the reign of Egbert, with dates, to the present time. [*In Scotland, if preferred, the succession of Scottish Sovereigns from Alexander III., may be substituted for the English Sovereigns preceding James I.*]	To manage and examine the second class in grammar, geography, and mental arithmetic.	Intervals. Sharps and flats. Accidental intervals.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	—
End of 4th Year	Same as at end of first year.	Same as above -	Same as above -	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and to know the meaning in English of the Latin prepositions. [*As an alternative exercise, the conjugation of the verbs posse, velle, and the concords.*]	To write an account of the organization of the school, and of the methods of instruction used: and to be able to repeat 100 lines (including the former 50) of the same poet as at the end of the 2d year, with just expression and knowledge of the meaning.	Euclid, Book I., to the end of XXVIth Proposition; Algebra, first four rules; and recapitulation of preceding rules in Arithmetic.	Decimal fractions.	Asia and Africa.	Outlines of British history to the accession of Henry VII.	To manage and examine the first class in grammar, geography, and mental arithmetic, and to give a lesson to two or three classes grouped together.	Places of notes on the bass stave. Major and minor scales. Common characters used in music.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	—
End of 5th Year	Same as at end of first year.	Same as above -	Same as above -	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and an account of the sources and growth of the English language. [*As an alternative exercise, recapitulation of the preceding exercises in Latin.*]	To write an original composition on some simple subject to be selected by the inspector within the range of this Table, and to be able to repeat (including the former 40) 80 lines of the same prose writer as at the end of the 3d year, with just expression and knowledge of the meaning.	Euclid, Book I.; and recapitulation of the preceding rules in Arithmetic and Algebra.	Recapitulation of the preceding rules.	America and the oceans.	Outlines of British history from the accession of Henry VII. to the present time.	To give a gallery lesson, and to conduct the instruction of the first class in any subject selected by the inspector.	Transposition. Alto and tenor staves. Recapitulation of preceding exercises.	More completely in the Holy Scriptures, Liturgy, and Catechism.	More completely in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	—

* *See* note § §, *infra*, p. 34.

and the memorandum of agreement, Article 81 (*f*), must not be executed until after notice from the Committee of Council (Article 62) to the managers that the conditions of admission to pupil-teachership are fulfilled in each case.

85. Temporary monitors engaged by the week, pursuant to Article 84, for the supply of vacant pupil-teacherships during a current year (Article 17), satisfy Article 52 (*b*), provided that—

(*a.*) A sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the inspector's next examination for admission (Article 88) to permanent engagements; and—

(*b.*) The vacancies have not been occasioned by voluntary causes (*i.e.*, causes for which any of the parties to the agreement can be held responsible) before the fourth year's examination has been passed.

86. Except in the cases provided for by Article 85, each vacancy in a pupil-teachership during a current year (Article 17) works a forfeiture under Article 52 (*b*).

87. The qualifications and certificates required of candidates for admission and of pupil-teachers in each year of their service are regulated by the following Table.

88. [See opposite.]

89. Female pupil-teachers, before admission to apprenticeship, must produce a written attestation from the schoolmistress and managers that they possess reasonable competency as sempstresses; and, at the annual examinations, must bring certified specimens of plain needlework to the inspector, together with a statement from the schoolmistress specifying whether they have been receiving practical instruction in any other kind of domestic industry. The inspector, at the time of examination, or afterwards, will obtain the opinion of some competent person upon the merit of the needlework.

Pupil-teachers who have successfully completed their Apprenticeship.

90. At the close of the apprenticeship pupil-teachers are perfectly free in the choice of employment. Any person properly interested in knowing the character of a pupil-teacher may apply to the Committee of Council for a testimonial, declaring that the pupil-teacher has successfully completed an apprenticeship; or the pupil-teacher, if willing to continue in the work of education, may become an assistant in an elementary school (Article 91), or may be

examined as a candidate for admission into a normal school (Articles 103–111), or may be provisionally certificated for immediate service in charge of small rural schools (Articles 132, 133).

*90[1]. The managers of schools, wherein it appears from the inspector's last report that the number of teachers throughout the year (Article 17) has been sufficient to satisfy Article 54, *a*, may claim grants,—

1. At the rate of 10*l.* for every male pupil-teacher admitted (Articles 105–110) into a normal school from candidates placed by examination in the first class, and 5*l.* for every male pupil-teacher so admitted from candidates placed in the second class; also
2. For every male pupil-teacher who, having been admitted (Articles 105–110) into a normal school, is at the end of his first year's residence placed in the first or second division (Articles 119, 121, 102[3]); viz., 8*l.* for every such pupil-teacher placed in the first division, and 5*l.* for every such pupil-teacher placed in the second division of students.

Assistant Teachers.

91. Pupil-teachers who can be certified, pursuant to Article 90, to have completed their apprenticeship with credit, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined. But such assistants cease to fulfil the conditions of Article 52 (*b*), if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers, and from the principal teacher, of their school, the same certificates of conduct, attention to duty, and obedience, as are required from pupil-teachers.

92. Vacancies caused by the withdrawal of assistants in the course of any school year (Article 17) must be supplied by the appointment of temporary monitors, pursuant to Articles 84, 85; but if another assistant, qualified according to Article 91, be appointed before the inspector's next examination, the temporary monitors who preceded such appointment are not required to be examined.

93. Assistants are left entirely at liberty to make their own terms with their employers, both as to hours and wages.

---

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

Section III.

ENDOWMENTS.

*93[1]. An endowed school is one deriving income from property inalienably appropriated to it, or to education.

*93[2]. Endowed schools, in order to be admissible to receive either grants or inspection, must fulfil the conditions of Articles 4, 6, and 8.

*93[3]. Annual grants (Article 40) to endowed schools are reduced by the amounts of their income (Article 52, *d*) from endowment; but the reduction is suspended as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s.* per scholar according to the average number in attendance in the year defined by Article 17 (*Article 53[1]).

Part II.

NORMAL SCHOOLS.

Section I.

94. A Normal school includes—

(*a.*) A college, for boarding, lodging, and instructing candidates for the office of teacher in schools for the labouring classes; and

(*b.*) A practising department, in which such candidates may learn the exercise of their profession.

95. No grant is made to a Normal school unless the Committee of Council is satisfied with the premises, management, and staff.

96. No grant is made for building, enlarging, improving, or fitting up the premises of Normal schools.

Section II.

Grants to Normal Schools.

97. To the practising departments (Article 94, *b*), the same annual grants (Article 40) are made as to other elementary schools fulfilling the conditions of Articles 4, 6, and 8.

98. To the colleges (Article 94, *a*), annual grants are made of 100*l.*, in five successive payments of 20*l.* per annum for every master, and of 70*l.* in five successive payments of

---

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

14*l.* per annum for every mistress who, having been trained in them, during two years, has, since December 1862,—

(*a.*) completed the prescribed period of probation (Articles 73–6), and become qualified to receive a certificate in a school fulfilling the conditions of Articles 4, 6, and 8, or 94 ; *or*

(*b.*) been reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial Schools, or Certified Reformatories.

99. Masters and mistresses who have been trained for one year only may obtain certificates after probation (Articles 73–6), or may be reported by the proper department (Article 98, *b*), upon the same terms as others; and five annual grants, of half the amount specified in Article 98, may be made for them to the colleges in which they were trained, provided—

(*a.*) they completed their training before 1st January 1864 ; *or*

(*b.*) are teachers of infants, having—

1. received a complete and special course of training for that service in their colleges, which must have been previously recognized by the Committee of Council as providing such a course ; and
2. undergone their probation (Articles 73–6) in infant schools.

100. The annual grant to each college in 1869 consists of 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher who, having been trained in it during two years, or during one year conformably to Article 99 (*a*), has, within the five years 1864–8, become qualified, or been reported, as required by Article 98, or 99 (*b*).

101. In 1870, the year 1864 of the five years 1864–8 will be replaced by the year 1869.

102. The annual grant to each college must not exceed—

(*a.*) 75 per cent. of the expenditure, certified in such manner as their Lordships may from time to time see fit to require, of the last preceding year ; or such proportionately larger sum as Article 102[7] may allow.

(*b.*) 50*l.* for each male student, and 35*l.* for each female student, in residence respectively, for continuous training throughout the year in which it is being paid.

*102[1]. The number of students in continuous training must not exceed,—

(*a.*) *In England and Wales,* the number of students for whom accommodation was provided in 1862.

(*b.*) *In Scotland,* the actual number in training in 1862.

*102[2]. The sum payable in each year, conformably to Article 102, is ascertained in *January;* and out of this ascertained sum an instalment is paid for students examined in the *preceding December* (Article 119), according to the scale set forth in Article 102[3], as soon as the result of that examination has been declared. The remainder of the said ascertained sum is paid in equal parts on 31 March, 30 June, 30 September, and 31 December.

*102[3]. The instalments payable under Article 102[2] in respect of each student examined are determined according to the following scale:—

At the End of	For Candidate placed by Examination in each Division.	Instalment to be allowed to College (*in the Case of Females, Two-thirds of these Sums*).
		£ s. d.
First year's residence	1	20 0 0
	2	16 0 0
	3	13 0 0
	4	13 0 0
Second year's residence	1	24 0 0
	2	20 0 0
	3	16 0 0
	4	16 0 0

*102[4]. The payments in respect of students examined in December, as set forth in Article 102[3], are paid although the College may not be re-opened in the following year.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

*102[5]. An account is kept from year to year in the following form:—

1. Year.	2. Name of College.	3. Credit balance carried forward from column 9 in last year's account.	4. Value of Certificates under Article 98.	5. Amount of certified Expenditure in Year preceding Grant.	6. Maximum Grant payable at 75 per cent. of Expenditure of preceding Year.	7. Maximum Grant payable at £ per Student.	8. Grant actually paid, being the sum of columns 3 and 4, provided such sum do not exceed the least of the two sums in columns 6 and 7.	9. Credit balance (if any), being excess of sum of columns 3 and 4 over sum in 8.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.

*102[6].

*102[7]. The amount appearing in column 5 is increased proportionately to any increase in the number of students (Article 107) resident for continuous training (Article 120) throughout the year in which the grant is being paid. The increased number of students must not exceed the maximum defined by Article 102[1].

Section III.

Admission into Normal Schools.

103. A competitive examination of candidates for admission into each normal school is annually held at it in December, by one or more of the inspectors during the week following the examination for certificates (Article 119).

104. The examination extends to the subjects required at the end of a pupil-teacher's apprenticeship (Article 88).

105. The candidates are selected, and admitted to the examination, by the authorities of each normal school on their own responsibility, subject to no other conditions, on the part of the Committee of Council, than that the candidates—

(*a.*) intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Articles 4, 6, and 8, or 94, or 98, *b*;

(*b.*) having been pupil-teachers (Article 81), have successfully completed their apprenticeship; *or*

(*c.*) not having been pupil-teachers (Article 81), are more than 18 years old.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

106. All candidates who obtain the minimum number of marks are arranged in two classes in order of merit, irrespectively of their having been pupil-teachers or not.

107. The authorities of each normal school may propose to the Education Department for admission any candidate declared to be admissible pursuant to Article 106.

*108.

109. Before candidates are admitted—

(*a.*) The medical officer of the normal school must certify the state of their health to be satisfactory, and whether they are free from bodily lameness, defect, or deformity; and,

(*b.*) They must sign a declaration signifying their intention conformably to Article 105.

110. The authorities of each College settle their own terms of admission.

111. Upon proof by the authorities of any College that candidates have not fulfilled the conditions set forth in Articles 98–9, contrary to a declaration signed by them on admission into the College, the Committee of Council will refuse to grant teachers' certificates (Article 76) to such candidates, or to admit them to probation for certificates (Articles 73–5).

*112–118.

Section IV.

Examination of Candidates admitted into Normal Schools.

119. An examination of the resident students is held in December at the several Colleges in the week preceding the examination for admission (Article 103). The day fixed for the commencement of this examination is printed on the syllabus (Article 70) from year to year.

120. No student may be presented for examination except such as, at the date of their admission, satisfied Article 105, and have been resident throughout the whole year. No such student may be left out.

121. The students have a different examination according as they are males or females, or are at the end of a first or second year of residence.

122. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass

---

* Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

in these subjects, and complete their probation (Articles 73–6,) in schools for infants, receive special mention thereof (*stamp*) on their certificates.

*123, 124.

125. At the end of the first year's residence, students who fall into the fourth division (Article 102^3), are required to take up the first year's subjects again (viz., at the end of the second year), but in such cases the instalments to the College, and the certificates which the students may obtain as teachers (Article 76), are respectively at the rate (Article 102^3) and in the form (Article 130) of the first year.

126. The principal is at liberty, by notice in writing to the Committee of Council before 30th June in each year, to designate any student who may have appeared in the third division at the end of the previous (first) year's residence, as proper to be examined again upon the same terms as the students included in the fourth division ; but such designation on the part of the principal does not affect the privileges attached to the student's rank in the previous examination.

*127.

Section V.

Use made of Examinations in Normal Schools for awarding Teachers' Certificates.

128. Teachers qualified to be examined for certificates, according to Articles 68, 71, and 72, receive notice to attend the examination held pursuant to Article 119.

129. Teachers attending examinations pursuant to Article 128 may, at their option, take the papers of the first or second years' students (Article 121).

130. No candidate (Article 72) can obtain a teacher's certificate without passing one of these examinations, but the order of the candidates according to examination, except the fourth division (Article 131), is honorary (Articles 67 and 69).

Students who pass successfully through two years of training in normal schools receive special mention thereof (*stamp*) on their certificates.

131. Candidates (whether students or acting teachers), who are placed by examination in the fourth division (Article 102^3), receive their certificates in the lower grade of the fourth class (Article 67). Such teachers are not recognized under Article 81*a*, for the superintendence of

* Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

pupil-teachers until they have risen to a higher certificate, either by re-examination (Article 78) or good service (Articles 76–7).

*131[1]. All teachers at present *registered as competent to instruct pupil-teachers* are included in the fourth class, upper grade, of certificated teachers; all *other registered teachers*, and all *scheduled students acting as teachers*, are included in the fourth class, lower grade.

Part III.

SPECIAL PROVISIONS.

Section I.

Small Rural Schools.

132. Pupil-teachers who fulfil the conditions of Article 90, may, upon special recommendation by the Inspector, and upon consideration of their last examination papers, be provisionally certified in the lower grade of the fourth class (Article 131) for immediate service in charge of small rural schools (Article 133), but after their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (Article 66), or are *ipso facto* cancelled.

*132[1]. The provisional certificate (Article 132) is confined to an entry of the pupil-teacher's name in a register kept by the Committee of Council on Education, and does not involve the issue of any certificate to the pupil-teacher.

133. Small rural schools—

(*a.*) Must not contain more than 1,200 square feet of superficial area in the whole of the school-rooms and class-rooms; or

(*b.*) Must not have an annual average attendance of more than 100 scholars.

134. (The Article formerly 134 is now 131[1], which see above.) Schools having an average annual attendance of more than 89 scholars are not exempted by Article 133 from Article 52, *b*.

135. Any number of schools fulfilling the conditions of Articles 4, 6, and 8,

(*a.*) Not being less than *two*, nor more than *six*;

(*b.*) Of which no one has within *one and a half* miles of it, a population of more than *five hundred*;

---

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

(*c.*) Of which the aggregate number of scholars is not less than *forty* (annual average); and

(*d.*) Of which each has its own resident teacher;—

may be united under the superintendence of one certificated master or mistress, who must spend *two* clear hours at the least in each week at each school during its ordinary time of meeting, or, if the number of united schools be less than *six*, such longer time per week as *twelve* hours divided among the united schools will give to each.

136. The resident teacher of each of the united schools is not required to be certificated.

137. The superintending teacher must have been trained for two years in a Normal school (Article 94) under Government inspection, must have been placed not lower than the third division in the examination (Articles 119–121) at the end of the second year, and must have received a certificate after the usual probationary service (Articles 73 and 76).

138. The day scholars of all the united schools must be assembled once per annum, with their resident and superintending teachers, at some school-room under inspection, for examination by one of Her Majesty's inspectors, in the same manner as if they formed one school (Articles 16, 17).

*138[1]. The resident teachers (Article 135, *d*) must bring with them (Article 138) their school registers, their log-books (Article 140), and the examination schedules, duly filled up and signed, of their several schools.

*138[2]. Children under six years of age, who are qualified by attendance for the grant under Article 40, *b*, 2, must be entered in the schedules, but they need not appear in person at this examination, but will be inspected at their several schools (Article 140).

Children (of whatever age), who have not attended often enough (200 times) to be entered in the schedules, need not appear at this examination, but will be inspected at their several schools (Article 140).

139. The whole of the united schools must be represented by one official correspondent, and by one treasurer for the receipt of annual grants (Article 40).

140. The inspector, before or after examining (Article 138) the children, visits the several schools and makes a special report upon each of them. If he reports (*inter alia*)

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

that Article 40, *b*, 2 is not satisfied in regard to the infants (Article *138[2]), the grant for them in that school is withheld.

141. Articles 38–63[1], 74[1], and 79 apply, in all respects not specially excepted, to each united school, but

(*a*.) pupil-teachers cannot be apprenticed (Article 81) in them (Article 136); and

(*b*.) the superintending (Article 137) as well as the resident (Article 135 *d*) teacher must join in keeping the log-book (Articles 56–63[1]) of each united school.

Section II.

Evening Scholars.

142. The managers of any school to which annual inspection has already been promised (Article 16) may apply in writing to the Committee of Council on Education, to be furnished with printed papers and instructions for holding an examination of their evening scholars (Articles 38, 39).

*142[1]. Only one examination per annum of evening scholars is held in the same school, and it may be held at any time of the year, provided that, between any two of such examinations, there intervene—

(*a*) the inspector's annual visit (Article 17); and also

(*b*) forty, or more, meetings of the school in the evening (Article 40 *a*).

143. The applicants must pledge themselves that (exclusively of all teachers of the candidates) at least two managers—or, if only one manager, then such manager, and at least one other responsible person—shall be present during the whole of the examination, and shall conduct it in every respect according to the instructions accompanying the examination papers.

144. The examination papers are sent under an official seal, and must not be unsealed except in the examination room, and in the presence of the candidates immediately about to use them.

145. The written exercises, all of which must be upon paper, having been securely sealed up in the presence of the candidates before leaving the examination room, under the seals of the two persons holding the examination, must be

---

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

forwarded, by the next post, to the Education Department, and transmitted thence to the inspector of the school.

146. The exercises of the evening scholars transmitted to the inspector are not returned by him to the Committee of Council except as part of his next annual report on the whole school (Article 16), and the grant for the examination of the evening scholars is not paid except as part of the next annual grant to the whole school (Article 17).

†147.

148. In order to ensure the presence of a responsible manager to receive the examination papers, the managers of each school, in which a special examination of evening scholars is to be held, must renew their application (Article 142) every year to the Committee of Council. The day fixed for the examination must allow the interval required by Article *142[1].

149. The inspector of the school is at liberty to attend, without notice, at the time fixed for the examination (Article 142), and to hold it in person.

Chapter III.

REVISION OF CODE.

150. The Committee of Council on Education, in the course of each year, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and laid on the Table of both Houses for at least one calendar month.

151. In January of each year the Code shall be printed in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

(Signed) de Grey and Ripon,
Lord President of the Council.

William Edward Forster,
Vice-President of the Committee of Council on Education.

Council Office, 31 January 1869.

---

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

† Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

Appendix I.

Showing separately (for 1869) all Articles cancelled or modified, and all new Articles.

Articles in the Code of 1868 which are cancelled or modified in the Code of 1869.	New Articles in the Code of 1869.
46.* Every scholar for whom the grants dependent upon examination are claimed (Article 40, *b* 1, and *c*,) must either— (*a*.) Be examined according to one of the following standards (Article 48), and, except evening scholars, not be presented for examination a second time according to the same or a lower standard;* or (*b*.) After having been presented for examination in Standard VI. must satisfy the inspector in some specific subject of secular instruction, provided for in the time tables of the school in use throughout the past year (Article 17), beyond Standard VI.	46. Every scholar for whom the grants dependent upon examination are paid (Article 40, *b* 1, and *c*,) must satisfy the inspector either— (*a*.) According to one of the following standards (Article 48); or (*b*.) In some specific subject of secular instruction, provided for in the time tables of the school in use throughout the past year (Article 17), beyond Standard VI.
	46[1]. No scholar attending in the morning or afternoon may be presented a second time for examination— (*a*.) Under the same or a lower standard (Article 46, *a*); nor (*b*.) Beyond Standard VI. (Article 46, *b*).† 46[2]. Articles 46, *b*,§ and 46[1], *a*. do not apply to evening scholars.
51. (*d*.) If the registers and accounts be not kept with sufficient accuracy to warrant confidence in the returns.	(51). (*d*.) If the registers, accounts, and certificates (Articles 79 and 88, *columns* 2-3) ‖ do not warrant confidence.
54. (*a*.) The number of teachers must have allowed, throughout the past year (Article 17), at least one certificated or one assistant teacher, fulfilling respectively the conditions of Articles 67 and 91-3, for every 80 scholars, or one pupil-teacher fulfilling the conditions of Articles 81-9 for every 40 scholars, after the first 25 of the average number of scholars in attendance.	54. (*a*.) The number of teachers must have allowed, throughout the past year (Article 17), for every 40 or 80, after the first 25, of the average number of scholars in attendance, either one pupil-teacher fulfilling the conditions of Articles 81-9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91-3 for every such 80 scholars.¶

* This article has been subdivided in order to make its meaning more clear.

† Gives effect, omitted in edition of Code of 1868, to the words, *for one year*, in paragraph II. of the Minute of 20 February 1867. See *Report of the Committee of Council*, 1866-7, p. xcix.

§ Omission in edition of Code 1868 supplied. See *Report of the Committee of Council*, 1866-7, p. ciii.

‖ Change, confined to making clear the effect of these articles.

¶ Change confined to using the same form of words as in Article 52, *b*.

Articles in the Code of 1868 which are cancelled or modified in the Code of 1869.	New Articles in the Code of 1869.
	74¹. The inspector reports of each school visited by him whether it is efficient in organization, discipline, and instruction.*
80. The inspector must annually report whether the teacher's school is efficient in organization, discipline, and instruction.	80.**
	88, *column* 10.§§ To teach a junior class to the satisfaction of the inspector. To give a class a reading lesson, and to examine it on the meaning of what has been read. To examine a class in the rudiments of grammar and arithmetic, and during the examination to keep the class attentive, in order, and in activity, without undue noise. To manage and examine the second class in grammar, geography, and mental arithmetic. To manage and examine the first class in grammar, geography, and mental arithmetic, and to give a lesson to two or three classes grouped together. To give a gallery lesson, and to conduct the instruction of the first class in any subject selected by the inspector.
100. The annual grant to each college in 1868 consists of 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher who, having been trained in it during two years, or during one year conformably to Article 99 (*a*), has, within the five years 1863–7, become qualified, or been reported, as required by Article 98, or 99 (*b*).	100. The annual grant to each college in 1869, consists of 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher who, having been trained in it during two years, or during one year conformably to Article 99 (*a*), has, within the five years 1864–8, become qualified, or been reported, as required by Article 98, or 99 (*b*).
101. In 1869, the year 1863 of the five years 1863–7 will be replaced by the year 1868.	101. In 1870, the year 1864 of the five years 1864–8 will be replaced by the year 1869.

* In substance Article 80, transferred to context where its connexion with other articles is clearer.

** See note *.

§§ Omission supplied. See *Report of the Committee of Council*, 1846, vol. i. pp. 4-6. Article 88 in former editions of the Revised Code, and the corresponding Article 124 in the Code of 1860, are confined to the literary qualifications of pupil-teachers. In transferring the tabulation of part of the Minutes of 1846 from p. 23 of the Report of the Committee of Council, 1857-8, to the Code of 1860, the line at the top [*inspector will report every year on the progress of the pupil-teacher in the art of teaching*] appears to have been accidentally cut off. The inspectors, however, have continued to report as before upon the practical skill of the pupil-teachers, under a special heading for that purpose in their forms of report, and the omission in the Codes was not noticed before 1868.

Articles in the Code of 1868 which are cancelled or modified in the Code of 1869.

102[5]. An account is kept from year to year in the following form :—

1. Year.	2. Name of College.	3. Value of Certificates under Article 98.	4. Amount of certified Expenditure in Year preceding Grant.	5. Maximum Grant as per Column 3 payable: At 75 per cent. of Expenditure of preceding Year.	6. Maximum Grant as per Column 3 payable: At £ per Student.	7. Grant actually paid.	8. Deficiency under Article 98 to cover Maximum Grant payable.	9. Excess under Article 98 over Maximum Grant payable.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.

102[6]. All sums appearing in column 9 are applied to the payment of the sums appearing in column 8.

105. The candidates are selected, and admitted to the examination, by the authorities of each normal school on their own responsibility, subject to no other conditions than that the candidates—

105. (*b.*) having been pupil-teachers have successfully completed their apprenticeship: *or*

105. (*c.*) not having been pupil-teachers are more than 18 years old.

141. Articles 38–63[1] apply, in all respects not specially excepted, to each united school, but

SUPPLEMENTARY RULE 12.—Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction *less than two hours*, nor attendance at an evening meeting for any scholar who has been under instruction *less than one hour and a half* (Article 41). The Class Registers at each meeting of a school *must be marked and finally closed before* the minimum time constituting an attendance *begins*. The

New Articles in the Code of 1869.

102[5]. An account is kept from year to year in the following form :—

1. Year.	2. Name of College.	3*. Credit balance carried forward from column 9 in last year's account.	4. Amount of certified Expenditure in year preceding Grant.	5. Value of Certificates under Article 98.	6. Maximum Grant payable*: At 75 per cent. of Expenditure of preceding year.	7. Maximum Grant payable*: At £ per Student.	8*. Grant actually paid, being the sum of columns 3 and 4 provided such sum do not exceed the least of the two sums in columns 6 and 7.	9*. Credit balance (if any), being excess of sum of columns 3 and 4 over sum in 8.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.

† 102[6].

105. The candidates are selected, and admitted to the examination, by the authorities of each normal school on their own responsibility, subject to no other conditions, on the part of the Committee of Council,* than that the candidates—

105. (*b.*) having been pupil-teachers (Article 81)* have successfully completed their apprenticeship; *or*

105. (*c.*) not having been pupil-teachers (Article 81)* are more than 18 years old.

141. Articles 38–63[1], 74[1], and 79* apply, in all respects not specially excepted, to each united school, but

SUPPLEMENTARY RULE 12.—Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction *less than two hours*, nor attendance at an evening meet-

* Change confined to making plain the meaning.

† Incorporated with Article 102[5].

Articles in the Code of 1868 which are cancelled or modified in the Code of 1869.	New Articles in the Code of 1869.
inspector will inquire whether this rule has been observed (Article 51, *d*).	ing for any scholar who has been under instruction *less than one hour and a half* (Article 41). The Class Registers at each meeting of a school *must be marked and finally closed before* the minimum time constituting an attendance *begins*. If any child, entered in the register as attending, is withdrawn from school before the time constituting an attendance is complete,§ a note must be made at the time by the class teacher (*e.g.* on a slate, or on the black-board), but the register must not be re-opened for correction before the dismissal of the school. The best mode of correction is, not to cancel the entry, but to write —1 (*minus* one) in the column of the Class Register for "Remarks," referring by a note (*) to the proper square. The inspector will inquire whether these rules have been observed (Article 51, *d*).

Appendix II.

Supplementary Rules.

A copy of the following Supplementary Rules is sent to the correspondent of the School by the Inspector at the same time as notice of his visit (Article 16).

Rule 1.—In column II. of the Examination Schedule the names of the qualified scholars must be entered class by class, *beginning* with the *lowest* scholar in the *lowest* class.

Rule 2.—The entries in column VII. must show where one *class* ends and another begins. The number denoting each *class* is to be written only *once;* dots (" ") are to be put for each repetition of it, until the next higher class begins. There must be no intermixture of classes.

Rule 3.—The entries in column VIII *b.* will show where one *standard* ends and another begins. The number denoting each *standard* is to be written only once; dots (" ") are to be put for each repetition of it until the next higher standard begins. There must be no intermixture of standards.†

Rule 4.—The end of each standard in column VIII *b.* *need not* (although, of course, it *may*) coincide with the end of each class in column VII.† Compare the entries

§ *Casus omissus* under Rule as it stood. † See foot note * in page lxxxiv.

opposite to No. 6 who ends a *class*, but not a *standard;* No. 8 who ends a *standard*, but not a *class;* No. 16, who ends *both* a class *and* a standard (this is preferable).

Rule 5.—The managers need not present all the scholars who in each class are qualified for examination by number of attendances; but those whom they present at all must be presented in the classes to which the school registers prove them to belong, unless they fall as "*Exceptions*" under Rule 6.

Rule 6.—The children who, for whatever reason, are presented under a lower standard than that which an examination of the school according to the above rules assigns to their class, must be entered *last* in the schedule under the title of "*Exceptions;*" otherwise they will violate Rule 2 or 3. No child is to be placed among the "*Exceptions*" unless there is some special *excuse* for doing so, such as previous *illness*, &c. Primâ facie, every child who is not fit to be *examined* in its own class has been wrongly placed there *for instruction.*

Rule 7.—The inspector is directed to refuse to examine schools *wherein Rule* 2 *or* 3 *is violated.* He will in such cases proceed to inspect the school, and will report to the Committee of Council why he has left column IX. (*his Report on each candidate*) in the examination schedule blank.

Rule 8.—No grant will be paid to a school (not being one for evening scholars or infants only) unless one *class,—i.e.*, all who are to be examined as members of one class according to Rule 5,—be presented *at least as high* as standard III.

Rule 9.—A deduction of at least one-tenth will be made from the grant to a school (not being one for evening scholars or infants only) unless one *class,—i.e.*, all who are to be examined as members of one class, according to Rule 5,—be presented *above* standard III.

Rule 10.—Entries in column VI. have reference to Article 4 in the Revised Code, and do not exclude children from the grant whose parents, though not supporting themselves by their own manual labour, yet are of the same means and social level as those who do so; such as shopkeepers who have only petty stocks, and employ no one but members of their own family.

The occupation of *all* parents who do *not* support themselves by their own manual labour must be entered in column VI.

A well-marked line (*see* No. 12 in specimen Schedule)* may be drawn under all entries in column VI., which are thought to be fairly within the meaning of Article 4.

A separate list of the names against which these underlined entries are made, with a brief statement of the reasons which have induced the managers to underline them, must be filed with the examination Schedule, and handed to the inspector on the day of his visit.

In determining whether the line may be drawn under the several entries or not, cases of doubt may be resolved according to the answers to one or more of the following inquiries:—

(*a.*) Does A. B. work for himself or for a master? If for himself, does he employ apprentices or journeymen? This will apply to masons, carpenters, tailors, blacksmiths, mariners, fishermen, &c.

The class denoted by Article 4 supports itself by its own manual labour only, and not by profit on the labour of others.

(*b.*) Would it be unreasonable to expect him to pay 9*d.* per week for the schooling of each of his children?

This payment equals about 30*s.* per annum, the estimated cost (Royal Commissioners' Report, page 345) of elementary instruction in a day school.

(*c.*) Does he rank and associate with the working men or with the tradesmen of the place?

Simple policemen, coast-guards, and dock and railway porters may commonly be regarded as labouring men. But

* In the following transcript of part of the Examination Schedule, Columns II., VII., and VIII *b.* are filled up, *by way of example*, according to Rules 2 and 3. Of course, the other Columns must not, *in practice*, be left blank; and the actual numbers, presented in each class, will generally be much larger.

I.	II.	III.	IV.		V.	VI.	VII.	VIII *a.*	VIII *b.*
Number.	NAME.	Age (on next Birthday).	Date of Admission to this School. Year.	Date of Admission to this School. Month.	Number of Attendances in the Year.	Occupation of Parent. LEAVE BLANK if the Parent supports himself by his own Manual Labour. *In other Cases, make an entry.*	In what class of School; *first* means *highest.*	Under what Standard LAST examined, enter I., II., III., &c. as case may require.	Under what Standard NOW to be examined, enter I., II., III., &c. as case may require.
1	John Jones						4th.		I.
2	Thomas Peters .						"		"
3	Henry Brown ..						"		"
4	Wm. Robinson .						"		"
5	Thomas Davies .						"		"
6	Robert Finch ..	.....	.....	.....	.....	.....	"	.....	"
7	Luke Williams .						3rd.		"
8	Simon Hunt ...	.....	.....	.....	.....	.....	"	.....	"
9	James Short ...						"	I.	II.
10	Richard Rogers						"		"
11	Samuel Grant ..						2nd.		"
12	John Styles	.....	.....	.....	.....	Huckster‡	"		"
13	Henry Pigot....						"	II.	III.
14	Silas Wills						"		"
15	John Miller						"		"
16	Peter Downes ..	.....	.....	.....	.....	.....	"	.....	"
17	Charles Potts ..						1st.	III.	IV.

† *See* Rule 12. ‡ *See* Rule 10.

petty officers in those services, excisemen, pilots, and clerks of various kinds, present more difficulty, and must be judged of according to the answers to the preceding inquiries.

Rule 11.—*To find the average number of scholars in attendance at a school for any period,* ADD TOGETHER the total number of attendances (see Rule 12) marked in the class registers within the period, and DIVIDE the sum BY the number of times which the school has been open within the same period; THE QUOTIENT is the average number in attendance.

This calculation should be made first for *the whole* school, and then *separately* for those scholars only who do *not* fulfil Article 4. See Rule 10, *suprà*. The *divisor* will be the same in both cases.

Rule 12.—Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction *less than two hours,* nor attendance at an evening meeting for any scholar who has been under instruction *less than one hour and a half* (Article 41). The class registers at each meeting of a school *must be marked, and finally closed before* the minimum time constituting an attendance *begins.*

If any child, entered in the Register as attending, is withdrawn from school before the time constituting an attendance is complete, a note must be made at the time by the class teacher (*e.g.* on a slate, or on the black-board), but the Register must not be opened for correction before the dismissal of the school. The best mode of correction is not to cancel the entry, but to write — 1 (*minus* one) in the column of the Class Register for "Remarks," referring by a note (*) to the square.

The inspector will inquire whether these rules have been observed (Article 51, *d*).

Rule 13.—No child's name should be kept on the admission register after a fortnight's continuous absence without inquiry from the parents *whether the child has been withdrawn.* The names of children withdrawn (*whether they are so the answer of their parents will decide*) should be cancelled at once in the registers, and not included in the returns of *Age* and *Stay at School;* but the attendances (if any) opposite to such names in the class registers must be counted under Rule 11, *suprà*, and the whole number of such names must be counted for the return "left in past year."

Papers relating to Elementary Education presented to Parliament by the Committee of Council on Education, 1868–69.

Report to Her Majesty the Queen in Council, 1867–68; with Appendix. *Command Paper.* [20241.] Price 4*s.* 8*d.*

Revised Code (1869). *Command Paper.* Price 3*d.*

Returns.

Letter and Enclosure addressed by the Secretary of the National School Society to the Secretary of the Committee of the Privy Council on Education. (The Lord President.) H. L. (3.) H. C. 96.—1868–9. Price 1*d.*

Account of Sums expended for Public Education between 31st March 1858 and 1st April 1868. (The Earl Russell.) H. L. (24.)—1868–9. Price ½*d.*; and (28.) Price ½*d.*

Memorials addressed to the Lord President and Vice-President on the part of Lancashire and Cheshire Union of Mechanics' Institutes, the Yorkshire Union of Mechanics' Institutes, and the East Lancashire Union of Mechanics' Institutes, in favour of Grants to the Evening Elementary Classes of Mechanics' Institutions, similar in all respects to those already made to night schools. (Mr. Baines.) H. C. 82.—1869. Price ½*d.*

Preliminary Report by Her Majesty's Inspector, M. Arnold, Esq., on the Normal and Practising Schools of the Congregational Board, at Homerton. (Mr. Baines.) H. C. 86.—1869. Price 2*d.*

Return showing the Parishes in which Alterations have been made in respect of the Number or Accommodation of Schools aided by Parliamentary Grants (in continuation of Paper, No. 114, 1867–8).

*** The above-mentioned Papers may be purchased from Messrs. Eyre and Spottiswoode, Sale Office, House of Lords, and East Harding Street, Fleet Street; or from Mr. Hansard, 32, Abingdon Street, Westminster, and 13, Great Queen Street, Lincoln's Inn Fields.

TABLES.

(No. 1.)

Expenditure from Education Grants.

(Table A.)—*Classified according to Object of Grant.*

	For Year ended 31 March 1868.	Compared with Year ended 31 March 1867. Increase.	Compared with Year ended 31 March 1867. Decrease.	From 1839 to 31 March 1868.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. In Annual Grants paid for 1867-8, *in Scotland only*, according to the Code of 1860, viz.:				
Grants in Augmentation of the Salaries of Certificated Schoolmasters and Schoolmistresses	32,846 18 5	- - -	1,449 9 1	1,049,885 6 8
Grants to pay the Stipends of Pupil-teachers, and Gratuities to the Schoolmasters and Schoolmistresses instructing them	36,752 17 8	- - -	2,162 18 0	2,731,014 19 2
Stipends to Assistant Teachers	1,061 15 0	- - -	562 8 4	68,825 13 4
Stipends to Teachers in Night Schools	563 11 6	- - -	73 10 11	11,871 19 6
Special Allowances for Drawing	- - -	- - -	153 18 4	9,899 8 0
Grants to Industrial Classes in connexion with Elementary Day Schools	95 2 6	- - -	18 0 8	101,423 16 7
2. Unexpired Pensions	629 3 4	19 3 4	- - -	8,504 15 0
3. In Annual Grants to Elementary Day Schools in England and Wales under the Revised Code, viz.:				
For Day Scholars	416,574 2 0	- - -	8 10 3	1,758,200 15 7
For Evening Scholars	15,019 18 2	1,717 0 9	- - -	48,161 6 11
4. Towards building, enlarging, and furnishing of School premises	26,020 8 0	1,279 1 6	- - -	1,658,862 9 7
5. In Annual Grants to Training Colleges	69,886 6 7	- - -	5,905 18 2	1,192,121 16 0
6. Administration:—				
For Inspection (£ s. d.: 53,703 8 5)				
For Office in London (£ s. d.: 21,091 14 10)				
Contingencies of Office, viz.:—				
Extra Copying (£ s. d.: 3,333 11 0)				
Sundry Office disbursements (£ s. d.: 177 3 10)				
(£ s. d.: 3,510 14 10)	80,978 17 1	2,546 16 9	- - -	1,072,058 16 9
Stamps on Pupil-teachers' Agreements (£ s. d.: 432 7 6)				
Poundage on Post Office Orders (£ s. d.: 2,240 11 6)				
7. Discontinued:—				
Capitation Grants under the Old Code in England and Wales	- - -	- - -	- - -	473,946 19 2
In Books, Maps, Diagrams, and Scientific Apparatus	- - -	- - -	- - -	52,520 11 2
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total	£680,429 0 3	5,562 2 4	10,334 13 9	10,248,903 2 5

Expenditure from Education Grants—*continued.*

(Table B.)—*Classified according to Denomination of Recipients.*

	For Year ended 31 March 1868.	Compared with Year ended 31 March 1867.		From 1839 to 31 March 1868.
		Increase.	Decrease.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Schools connected with—				
Church of England	387,133 15 0	- - -	2,950 3 4	6,056,876 5 2
British and Foreign School Society	66,017 6 1	- - -	443 12 2	925,232 11 1
On Wesleyan Schools	32,611 6 7	476 7 1	- - -	473,362 14 0
On Roman Catholic Schools (England and Wales)	29,751 1 4	1,182 7 2	- - -	376,845 3 4
On Parochial Union Schools	120 0 0	- - -	- - -	77,843 9 9
Scotland — On Schools connected with—				
Established Church	48,572 19 1	- - -	2,738 19 7	670,547 13 11
Free Church	28,365 15 1	- - -	2,390 3 10	493,184 4 3
Episcopal Church	3,717 7 2	- - -	868 8 6	57,181 17 0
On Roman Catholic Schools	3,160 12 10	413 5 0	- - -	32,476 3 4
Other Schools	- - -	- - -	- - -	189 14 10
Administration (as in Table A.)	80,978 17 1	2,546 16 9	- - -	1,072,058 16 9
Transferred in 1857 under head of Scientific Apparatus to account of Department of Science and Art, towards the expense of establishing the Educational Division of the Museum at Kensington	- - -	- - -	- - -	1,500 0 0
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total	£680,429 0 3	4,618 16 0	9,391 7 5	10,248,903 2 5

No. 2.)

TABLE* showing Number of CERTIFICATED TEACHERS *actually employed in teaching*; Number of ASSISTANT TEACHERS appointed under Minute of July 1852; and Number of PUPIL-TEACHERS under Apprenticeship;—(*corrected to* 31 *December* 1868).

—	Certificated Teachers.			Assistant Teachers.			Pupil-teachers.																	
							1st Year.			2nd Year.			3rd Year.			4th Year.			5th Year.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
England - -	5,367	5,193	10,560	481	673	1,154	1,301	1,591	2,892	1,136	1,457	2,593	803	1,166	1,969	628	986	1,614	462	752	1,214	4,330	5,952	10,282
Wales -	535	212	747	32	32	64	141	117	258	99	101	200	74	58	132	49	39	88	43	28	71	406	343	749
Isle of Man, and Channel Islands -	35	31	66	1	2	3	8	8	16	15	14	29	6	11	17	5	10	15	6	3	9	40	46	86
Total - -	5,937	5,436	11,373	514	707	1,221	1,450	1,716	3,166	1,250	1,572	2,822	883	1,235	2,118	682	1,035	1,717	511	783	1,294	4,776	6,341	11,117
Scotland - -	1,587	737	2,324	18	2	20	499	217	716	432	251	683	304	218	522	228	170	398	126	106	232	1,589	962	2,551
Total, Great Britain	7,524	6,173	13,697	532	709	1,241	1,949	1,933	3,882	1,682	1,823	3,505	1,187	1,453	2,640	910	1,205	2,115	637	889	1,526	6,365	7,303	13,668

* The numbers in this Table do not correspond with the numbers given in Table No. 1 (*infra*) of Statistics of Schools *actually* inspected in year ending 31 August 1868; this table being corrected to 31 December by the exclusion or addition of all arrears of inspection entering into the year at its beginning, or remaining over at its end.

(No. 3.)

The same TABLE re-arranged, to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1868, *classified denominationally*.

Schools connected with	Number of Certificated Teachers.			Number of Assistant Teachers.			Number of Pupil-teachers.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
National Society or Church of England	4,607	4,289	8,896	388	548	936	3,102	4,671	7,773
British and Foreign School Society	800	526	1,326	85	79	164	927	866	1,793
Wesleyan Methodists' Conference	370	221	591	28	14	42	569	330	899
Roman Catholic Poor School Committee (*in England and Wales*)	160	400	560	13	66	79	178	474	652
Total, England and Wales	5,937	5,436	11,373	514	707	1,221	4,776	6,341	11,117
Church of Scotland	1,023	448	1,471	10	—	10	930	536	1,466
Free Church in Scotland	494	193	687	8	1	9	532	254	786
Episcopal Church in Scotland	22	51	73	—	1	1	56	103	159
Roman Catholic Poor School Committee (*in Scotland*)	48	45	93	—	—	—	71	69	140
Total, Scotland	1,587	737	2,324	18	2	20	1,589	962	2,551
Total, Great Britain	7,524	6,173	13,697	532	709	1,241	6,365	7,303	13,668

TABLE showing Number of School-houses *built, enlarged,* or *improved,* with Aid from Parliamentary Grants; Total Amount *granted;* Total Amount *subscribed by Promoters;* Total Amount *expended;* and Number of Children for whom *accommodation* has been provided;—*for Year* 1868, *and for Years* 1839 *to* 1868 *inclusive.*

FROM 1 JANUARY TO 31 DECEMBER 1868.

Denominations.	Number of School-houses* Built.								Total Amount awarded out of Parliamentary Grants.	Total Amount subscribed by Promoters.	Total Amount expended.	Number of Children for whom New Schools have been built.§					Number of Children for whom existing Schools have been enlarged.‖					Total Number of Children for whom Accommodation has been created.§				
		Number of departments comprised in those institutions.‡										Juvenile.					Juvenile.					Juvenile.				
	Institutions.†	Juvenile. Boys.	Juvenile. Girls.	Juvenile. Mixed.	Juvenile. Infants.	Residences.	Enlarged or improved.					Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.
									£ s. d.	£ s. d.	£ s. d.															
ENGLAND AND WALES.																										
National or Church of England Schools – –	103	41	37	39	56	75	64		29,741 6 3	131,333 7 11	161,074 14 2	5,751	5,167	4,947	6,556	22,421	1,143	317	348	1,375	3,183	6,894	5,484	5,295	7,931	25,604
British and Foreign Schools	9	4	4	5	3	5	5		3,614 6 10	10,413 7 11	14,027 14 9	909	844	724	627	3,104	65	–	77	–	142	974	844	801	627	3,246
Wesleyan Schools – –	1	–	–	1	1	–	1		188 16 3	575 1 4	–	–	119	70	189	–	–	–	–	–	–	–	–	119	70	189
Roman Catholic Schools	1	–	–	1	–	–	–		115 0 0	248 17 3	363 17 3	–	–	115	–	115	–	–	–	–	–	–	–	115	–	115
SCOTLAND.																										
Church of Scotland Schs.	3	–	1	3	1	2	2		713 14 7	2,019 19 8	2,733 14 3	–	101	292	–	393	–	–	76	114	190	–	101	368	114	583
Free Church, and other Schools *not* connected with Church of Scotland	1	–	–	1	–	–	1		90 12 6	145 2 9	235 15 3	–	–	74	–	74	–	–	–	–	–	–	–	74	–	74
Total – – –	118	45	42	50	61	82	73		34,463 16 5	144,547 0 7	179,010 17 0	6,660	6,112	6,271	7,253	26,296	1,208	317	501	1,489	3,515	7,868	6,429	6,772	8,742	29,811

FROM 1839 TO 31 DECEMBER 1868.

ENGLAND AND WALES.																										
National or Church of England Schools –	4003	1665	1634	1872	1037	2589	1863		1,185,799 16 3½	2,875,195 16 2	4,060,995 12 5½	210326	196765	193307	115854	716252	17214	13428	8350	15197	54189	227540	210193	201657	131051	770441
British and Foreign Schools	244	155	129	74	60	106	186		93,155 7 5½	170,494 8 1¾	263,649 15 7¼	23513	18837	9852	7739	59941	2097	1234	546	1868	5745	25610	20071	10398	9607	65686
Wesleyan Schools – –	123	38	38	85	61	92	41		77,440 16 1	139,767 17 0	217,208 13 1	7636	6155	17693	9409	40893	675	414	444	216	1749	8311	6569	18137	9625	42642
Roman Catholic Schools (in Great Britain) –	59	40	38	12	28	31	14		39,714 4 3	83,365 17 11	123,080 2 2	8568	7536	1328	3598	21030	89	145	–	85	319	8657	7681	1328	3683	21349
SCOTLAND.																										
Church of Scotland Schools – – –	225	56	79	134	19	122	57		60,413 4 7½	125,659 0 10	186,072 5 5½	8815	9778	13642	1610	33845	900	576	1329	318	3123	9715	10354	14971	1928	36968
Free Church, and other Schools *not* connected with Church of Scotland	161	46	47	108	11	97	54		35,235 14 0	71,765 11 10¾	107,001 5 10¾	5396	5062	12571	606	23635	621	389	527	177	1714	6017	5451	13098	783	25349
Episcopal Schools – –	6	4	5	1	1	7	3		3,851 1 6	6,592 14 7	10,443 16 1	546	746	211	96	1599	–	88	331	36	455	546	834	542	132	2054
Total – – –	4826	2004	1970	2286	1217	3044	2218		1,495,610 4 2½	3,472,841 6 6½	4,968,451 10 9	264800	244879	248604	138912	897195	21596	16274	11527	17897	67294	286396	261153	260131	156809	964489

* Exclusive of Training Colleges.

† Held in separate buildings, and separately managed.

‡ In which separate teachers are employed.

§ At the rate of 8 square feet of superficial area per child.

‖ It must be noted that the figures in this group of columns are confined to those cases in which the *superficial area* of school-rooms has been *increased.* The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided *without any extension of area.*

(No. 5.)

Numbers of Candidates for Admission to Normal Schools, and of Pupil-teachers engaged in Elementary Schools, in Great Britain, in the Years 1861 to 1868, inclusive.

	Christmas 1861.		Christmas 1862.		Christmas 1863.		Christmas 1864.		Christmas 1865.		Christmas 1866.		Christmas 1867.		Christmas 1868.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Number of candidates (*i.e.* for admission) who presented themselves for examination at the training colleges.	1,174	1,299	1,128	1,385	789	1,042	591	904	608	947	616	968	599	879	615	910
Number of those who passed their examination.	869	858	990	993	691	791	518	810	521	785	450	757	454	706	457	788
	January 1862.		January 1863.		January 1864.		January 1865.		January 1866.		January 1867.		January 1868.		January 1869.	
Number out of them who entered training colleges.	821	770	913	842	594	694	501	697	508	707	436	685	445	676	440	744
	1861.		1862.		1863.		1864.		1865.		1866.		1867.		1868.	
Number of pupil-teachers apprenticed, *i.e.*, admitted to apprenticeship.	2,984		2,762		2,971		1,228	1,340	1,338	1,293	1,450	1,620	1,838	1,904	2,171	2,246
Number of pupil-teachers in 1st year	1,521	1,571	1,454	1,480	1,160	1,155	884*	1,011*	1,212*	1,143*	1,311*	1,409*	1,711*	1,735*	1,949*	1,933*
Number of pupil-teachers in 2nd „	1,653	1,586	1,593	1,672	1,431	1,521	1,077	1,198	885	1,063	1,169	1,324	1,291	1,462	1,682	1,823
Number of pupil-teachers in 3rd „	1,799	1,558	1,522	1,484	1,521	1,619	1,281	1,383	929	1,152	792	1,000	1,013	1,236	1,187	1,453
Number of pupil-teachers in 4th „	1,768	1,704	1,712	1,526	1,375	1,411	1,242	1,489	1,106	1,272	799	1,073	709	922	910	1,205
Number of pupil-teachers in 5th „	1,654	1,463	1,682	1,627	1,556	1,431	1,241	1,355	1,075	1,384	961	1,133	650	957	637	889
Total	8,395	7,882	7,963	7,789	7,043	7,137	5,725	6,436	5,207	6,014	5,032	5,939	5,374	6,312	6,365	7,303

* These numbers are less than those immediately above them; but pupil-teachers, who are old and proficient enough, are often "admitted" in one of the later years of service. See Code of 1860, Article 103, and Revised Code, Article 81 f, marginal note 8.

EXTRACTS FROM THE GAZETTE.

APPOINTMENT OF COMMITTEE OF COUNCIL ON EDUCATION.

(Copied from the London Gazette of 11 December 1868.)

At the Court at Windsor, the 9th day of December 1868.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to direct that the Right Honourable *William Edward Forster* be appointed Vice-President of the Committee of Council on Education, and that the Right Honourable *Henry Austin Bruce*, one of Her Majesty's Principal Secretaries of State, do prepare a warrant for Her Majesty's Royal signature accordingly, under the provisions of an Act passed in the 19th and 20th years of Her Majesty's reign, intituled "An "Act for the appointment of a Vice-President of the Committee of Council on Education."

(Copied from the London Gazette of 15 December 1868.)

At the Court at Windsor, the 12th day of December 1868.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint the Lord President of the Council, the Right Honourable *William Ewart Gladstone*, the most Noble the Duke of *Argyll*, the Right Honourable Earl *Granville*, the Secretaries of State for the Home and War Departments, the Chancellor of the Exchequer, the First Lord of the Admiralty, the President of the Poor Law Board, and the Right Honourable *William Edward Forster* (Vice-President) to be a Committee of Council on Education.

(Copied from the London Gazette of 18 December 1868.)

Whitehall, 16th December 1868.

The Queen has been pleased to appoint the Right Honourable *William Edward Forster* to be Vice-President of the Committee of Council on Education.

APPOINTMENT OF INSPECTORS OF SCHOOLS.

(Copied from the London Gazette of 3 December 1867.)

At the Court at Windsor, the 2nd day of December 1867.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Frederick Wilkinson,* of Corpus Christi College, Cambridge, M.A., to be one of Her Majesty's Inspectors of Schools.

(Copied from the London Gazette of 23 June 1868.)

At the Court at Windsor, the 19th day of June 1868.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Richard Wilde,* curate of St. Jude's, Englefield Green, Surrey, M.A., to be one of Her Majesty's Inspectors of Schools.

(Copied from the London Gazette of 15 September 1868.)

At the Court at Windsor, the 14th day of September 1868.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Henry Smith*, B.A., of Queen's College, Oxford, to be one of Her Majesty's Inspectors of Schools.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Frank Fortescue Cornish*, M.A., of Exeter College, Oxford, to be one of Her Majesty's Inspectors of Schools.

(Copied from the London Gazette of Friday 15 January 1869.)

At the Court at Osborne House, Isle of Wight, the 14th day of January 1869.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *Robert Ogilvie*, Esquire, M.A., Head Master of Milnes Institution, Fochabers, N.B., and *William Jolly*, Esquire, English Master in the Edinburgh Collegiate School, to be two of Her Majesty's Inspectors of Schools in Scotland; and the Reverend *Henry Hughes*, of Christ Church, Oxford, B.A., to be one of Her Majesty's Inspectors of Schools in England.

(Copied from the London Gazette of 16 February 1869.)

At the Court at Osborne House, Isle of Wight, the 15th day of February 1869.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *Robert Threshie Reid,* Esq., of Balliol College, Oxford, B.A., to be one of Her Majesty's Inspectors of Schools in Scotland.

Appendix No. 1.

ELEMENTARY SCHOOLS.

TABLES.

(No. 1.)

GENERAL SUMMARY of STATISTICS of INSPECTION, for Year ending 31 August 1868.

*** *The results given are not to be taken as* complete *accounts of each Denomination, being those of* actual *inspection* only, *between* 1 *September* 1867 *and* 31 *August* 1868.

SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS.

	DENOMINATIONS.	Total Number of 1 Septemb	Schools *actually inspected* between 1 September 1867 and 31 August 1868.				Number of Children														Number of Certificated Teachers.	Number of Pupil-teachers.	Number of Assistant Teachers.	Number of Teachers who have passed any of the Examinations in the Department of Science and Art.	Number of Schools having Ladies' Committees to superintend Instruction in Domestic Industry.	PER-CENTAGE OF CHILDREN ON SCHOOL REGISTERS.																					
							Present at Examination.						In Average Attendance.						For whom accommodation is provided, at 8 square feet of superficial area per child.																												
							Day Schools.			Evening Schools.			Day Schools.			Evening Schools.										Aged															Who have been in the same School.					
		Number of Schools, i.e., institutions held in separate buildings, and separately managed.	Boys.	Girls.	Infants.	Mixed.	Evening.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.						Under 4.	Between 4 and 5.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9.	Between 9 and 10.	Between 10 and 11.	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.	Less than 1 Year.	1 Year.	2 Years.	3 Years	4 Years.	5 Years and over.
England and Wales.	Schools connected with *National Society*, or *Church of England*	5,781	1,840	1,4	1,376	3,853	1,567	10,073	494,690	408,319	903,009	32,199	8,250	40,449	407,235	318,571	725,806	31,743	7,770	39,513	1,233,245	8,658	7,431	962	4,151	2,037	7·53	9·05	10·88	11·31	12·16	11·92	11·13	9·56	7·54	5·2	2·47	1·25	40·8	22·65	14·83	9·52	5·85	6·35
	British, Wesleyan, and other schools *not* connected with Church of England	1,313	349	2	295	989	242	2,079	150,336	103,899	254,235	6,467	1,346	7,813	119,436	77,862	197,298	6,511	1,337	7,848	342,143	1,892	2,605	213	1,127	343	6·14	8·	10·12	10·54	11·4	11·72	11·43	10·46	8·67	6·35	3·31	1·86	43·54	23·93	14·01	8·48	4·9	5·14
	Roman Catholic Schools	312	130	1	113	169	132	646	34,132	35,075	69,207	4,022	6,043	10,065	27,740	27,677	55,417	3,370	4,423	7,793	87,655	552	641	78	263	18	8·56	10·86	11·87	11·73	12·11	11·42	10·58	9·03	6·55	4·28	2·14	·87	40·71	25·1	15·09	9·02	5·31	4·77
	Total	7,406*	2,319	1,7	1,784	5,011	1,941	12,798	679,158	547,293	1,226,451	42,688	15,639	58,327†	554,411	424,110	978,521	41,624	13,530	55,154	1,663,043	11,102	10,677	1,253	5,541	2,398	7·31	8·94	10·79	11·18	12·01	11·85	11·16	9·71	7·7	5·38	2·62	1·35	41·37	23·05	14·68	9·27	5·62	6·01
Scotland.	Schools connected with *Church of Scotland*	1,143	40		55	1,072	35	1,249	62,958	54,257	117,215	750	377	1,127	60,583	50,509	111,092	924	343	1,267	150,718	1,433	1,413	13	486	269	1·12	4·25	9·44	11·9	13·73	12·97	12·55	11·33	8·75	6·47	4·02	3·47	35·21	21·98	16·26	11·8	7·7	7·05
	Free Church Schools	514	16	8	41	497	12	589	32,016	27,051	59,067	333	87	420	31,127	25,247	56,374	541	90	631	74,379	688	787	12	288	161	1·25	4·17	9·37	11·61	13·5	12·23	12·1	11·23	9·36	6·77	4·5	3·91	33·98	21·9	16·22	11·75	7·9	8·25
	Episcopal Schools	86	11	12	7	68	2	100	5,166	5,653	10,819	35	28	63	4,002	4,487	8,489	21	18	39	12,459	96	152	—	50	23	4·	8·92	12·97	12·79	13·17	12·04	10·39	9·23	7·	4·46	3·07	1·96	43·58	21·53	12·98	9·85	6·56	5·5
	Roman Catholic Schools	56	15	9	7	40	17	88	5,543	4,664	10,207	460	895	1,355	4,864	4,028	8,892	572	698	1,270	13,841	68	158	1	34	2	3·76	6·34	9·26	12·02	14·16	13·72	13·53	11·06	7·42	4·38	2·84	1·51	35·48	25·2	17·47	11·39	6·49	3·97
	Total	1,799	82	91	110	1,677	66	2,026	105,683	91,625	197,308	1,578	1,387	2,965	100,576	84,271	184,847	2,058	1,149	3,207	251,397	2,285	2,510	26	858	455	1·45	4·57	9·58	11·86	13·66	12·74	12·36	11·18	8·78	6·35	4·05	3·42	35·29	22·11	16·15	11·67	7·63	7·15
	Total, Great Britain	9,205*	2,401	1,834	1,894	6,688	2,007	14,824	784,841	638,918	1,423,759	44,266	17,026	61,292†	654,987	508,381	1,163,368	43,682	14,679	58,361	1,914,440	13,387	13,187	1,279	6,399	2,853	6·51	8·34	10·62	11·28	12·23	11·97	11·33	9·91	7·85	5·52	2·81	1·63	40·54	22·92	14·88	9·6	5·9	6·16

SCHOOLS VISITED FOR SIMPLE INSPECTION *ONLY*.

England and Wales.	Schools connected with *National Society*, or *Church of England*	535	50	34	48	448	—	580	16,421	14,536	30,957	—	—	—	7,374	6,175	13,549	—	—	—	39,753	—	—	—	4	68	6·42	8·73	11·19	11·56	12·74	12·04	11·37	9·53	7·52	5·1	2·56	1·24	37·59	23·89	14·96	9·86	6·66	7·04
	British, Wesleyan, and other Schools *not* connected with Church of England	46	6	5	3	38	2	54	2,338	1,760	4,098	43	51	94	1,365	854	2,219	84	74	158	6,081	—	—	—	1	11	3·95	6·18	9·52	11·93	12·29	12·9	12·	12·65	8·27	5·89	2·59	1·83	64·78	15·49	12·01	4·16	1·97	1·59
	Roman Catholic Schools	6	2	2	3	3	—	10	438	494	932	—	—	—	168	151	319	—	—	—	1,646	—	—	—	—	—	4·26	5·25	6·88	11·69	14·1	13·99	13·88	11·48	8·42	6·99	2·84	·22	38·15	17·06	16·11	13·75	7·35	7·58
	Total	587	58	41	54	489	2	644	19,197	16,790	35,987	43	51	94	8,907	7,180	16,087	84	74	158	47,480	—	—	—	5	79	6·03	8·27	10·81	11·61	12·74	12·23	11·55	10·	7·65	5·27	2·57	1·27	42·05	22·32	14·51	9·04	5·92	6·16
Scotland.	Schools connected with *Church of Scotland*	62	1	1	3	53	—	63	1,943	1,775	3,718	—	—	—	1,259	912	2,171	—	—	—	5,071	—	—	—	1	2	·59	3·09	9·81	14·11	17·2	14·81	11·14	11·02	7·28	4·59	3·6	2·76	30·22	26·34	20·21	11·16	7·33	4·74
	Free Church Schools	18	—	2	—	16	—	18	770	709	1,479	—	—	—	633	524	1,157	—	—	—	1,895	—	—	—	—	2	·24	3·64	5·63	10·06	13·39	12·84	11·81	11·17	11·33	10·7	5·94	3·25	35·35	28·2	21·06	7·42	4·4	3·37
	Episcopal Schools	20	—	2	2	17	—	21	502	722	1,224	—	—	—	209	269	478	—	—	—	1,519	—	—	—	—	—	5·29	9·21	14·2	11·93	15·71	11·03	11·33	7·25	6·19	3·78	2·12	1·96	38·77	21·97	13·89	12·44	7·92	5·01
	Roman Catholic Schools	2	—	—	—	2	—	2	54	58	112	—	—	—	—	—	—	—	—	—	205	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total	102	1	5	5	93	—	104	3,269	3,264	6,533	—	—	—	2,101	1,705	3,806	—	—	—	8,690	—	—	—	1	4	1·16	4·11	9·3	12·7	15·95	13·74	11·35	10·53	8·22	6·14	4·02	2·78	33·09	26·16	19·43	10·29	6·58	4·45
	Total, Great Britain	689	59	46	59	582	2	748	22,466	20,054	42,520	43	51	94	11,008	8,885	19,893‡	84	74	158	56,170§	—	—	—	6	83	5·19	7·55	10·55	11·8	13·3	12·49	11·51	10·09	7·75	5·42	2·82	1·53	40·2	23·11	15·53	9·3	6·05	5·81

* Including 16 schools forming three unions of grouped schools aided under Articles 132–140.

‡ No return has been made for 360 departments of schools, viz.:—*Church of England*, 289; *British and Wesleyan*, 17; *Roman Catholic* (England and Wales), 6; *Church of Scotland*, 30; *Free Church*, 7; *Episcopal*, 9; *Roman Catholic* (Scotland), 2.

§ " " 149 " " 129; " " 6; " " 1; " " 7; " " 2; " 4.

† Of these 36,768 were examined pursuant to Articles 142–149.

‖ The numbers throughout this table are taken from the statistics of schools *actually* inspected between 1 September and 31 August, and therefore the numbers of teachers do not correspond with the numbers given in No. 2 of the tables (*supra*), which are brought up to 31 December, and are corrected by the exclusion or addition of all arrears of inspection entering into the year at its beginning, or remaining over at its end.

e ıre ar ıce.	Number of Schools to which this Table refers.	Number of Children in average Attendance in those Schools.	Number of Voluntary Subscribers.		
			Of 5*l.* and upwards.	1*l.* and less than 5*l.*	Less than 1*l.*
d.					
$0\frac{3}{4}$	5,648	754,116	10,105	57,863	65,190
$8\frac{1}{2}$	1,282	201,631	1,247	9,611	22,378
$9\frac{1}{4}$	302	62,400	499	1,563	3,540
$9\frac{3}{4}$	7,232	1,018,147	11,851	69,037	91,108
$2\frac{1}{4}$	1,082	106,818	1,136	1,779	10,232
$5\frac{1}{2}$	494	55,514	312	645	7,072
$3\frac{3}{4}$	80	7,907	127	240	726
$4\frac{1}{4}$	49	9,589	20	10	450
$5\frac{3}{4}$	1,705	179,828	1,595	2,674	18,480
11	8,937	1,197,975	13,446	71,711	109,588
$10\frac{1}{2}$	223	10,753	289	703	977
$3\frac{3}{4}$	29	2,119	18	179	386
1	2	319	8	2	2
$11\frac{3}{4}$	254	13,191	315	884	1,365
3	30	1,949	14	13	223
6	11	1,157	4	2	13
$0\frac{1}{2}$	7	255	3	9	15
	—	—	—	—	—
$11\frac{1}{4}$	48	3,361	21	24	251
$4\frac{1}{2}$	302	16,552	336	908	1,616

ın received.

(No. 3.)

TABLE showing COMPARATIVE ATTENDANCE of SCHOLARS at *same* School, from Year 1853 to Year 1868, in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars who have attended same School					
	Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over.
1853	47·82	21·	13·01	8·48	4·82	4·87
1854	42·	28·18	12·84	8·	4·75	4·23
1855	37·02	28·82	14·51	9·47	5·69	4·49
1856	42·02	22·65	15·14	9·72	5·78	4·69
1857	41·26	23·61	14·97	9·74	5·5	4·92
1858	38·81	22·66	16·29	10·48	6·54	5·22
1859	37·81	22·57	16·81	10·89	6·46	5·46
1860	35·98	21·92	16·97	11·55	7·11	6·47
1861	36·79	23·19	16·21	11·4	6·97	5·44
1862	37·43	21·17	16·86	12·09	7·27	5·18
1863	39·13	21·85	15·59	10·58	6·73	6·12
1864	38·15	22·18	15·51	10·57	6·86	6·73
1865	38·97	21·93	15·33	10·22	6·8	6·75
1866	34·63	21·88	16·85	11·79	7·82	7·03
1867	39·14	22·38	15·1	10·03	6·53	6·82
1868	40·54	22·92	14·88	9·6	5·9	6·16
Mean per-centage	39·22	23·06	15·43	10·29	6·34	5·66

(No. 4.)

TABLE showing COMPARATIVE AGE of SCHOLARS in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars aged												Total Per-centage under Ten Years of Age.
	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	
1850*	- -	- -	- -	- -	- -	14·13	13·62	12·54	10·	6·84	4·24	3·55	62·83
1851*	- -	- -	- -	- -	- -	14·94	14·09	12·73	9·36	7·19	4·12	3·35	63·25
1852*	- -	- -	- -	- -	- -	14·73	13·98	12·56	10·31	7·85	4·61	3·96	60·71
1853*	- -	- -	- -	- -	14·19	14·65	13·72	11·81	9·02	6·24	3·44	1·86	67·63
1854*	- -	- -	- -	- -	13·67	13·84	13·62	11·34	8·72	5·86	3·28	2·04	68·76
1855	2·98	4·59	7·18	10·75	13·26	14·15	13·65	12·03	8·99	6·44	3·64	2·34	66·56
1856	6·08	7·15	9·33	11·4	12·76	11·94	11·74	10·47	7·93	5·77	3·29	2·14	70·4
1857	6·58	7·89	10·05	12·21	12·4	11·94	11·03	9·91	7·7	5·26	3·04	1·99	72·1
1858	5·45	7·22	9·3	11·84	12·7	12·26	11·56	10·2	7·98	5·8	3·4	2·29	70·33
1859	5·07	7·1	9·7	12·04	12·48	12·22	11·81	10·16	7·82	5·88	3·33	2·39	70·42
1860	5·36	7·26	9·75	11·6	12·48	12·26	11·91	10·05	7·99	5·7	3·29	2·35	70·62
1861	5·09	7·43	9·94	11·97	12·75	12·08	11·55	10·45	7·7	5·81	2·95	2·28	70·81
1862	5·47	7·38	9·66	11·7	12·92	11·68	11·26	9·75	8·37	6·17	3·22	2·42	70·07
1863	6·41	7·45	9·56	11·55	12·77	11·85	11·42	10·19	7·99	5·81	3·1	1·9	71·01
1864	6·11	7·38	9·8	10·86	12·84	11·87	11·57	10·31	8·11	5·97	3·25	1·93	70·43
1865	6·32	7·54	9·94	10·85	12·71	12·02	11·72	10·27	7·97	5·74	3·09	1·83	71·1
1866	6·53	7·75	10·19	11·1	12·5	11·88	11·67	10·19	7·96	5·54	2·92	1·77	71·62
1867	6·72	8·14	10·36	11·29	12·67	11·75	11·43	9·98	7·82	5·43	2·77	1·64	72·36
1868	6·51	8·34	10·62	11·28	12·23	11·97	11·33	9·91	7·85	5·52	2·81	1·63	72·28
Mean per-cent.	44·12					12·75	12·25	10·78	8·40	6·04	3·36	2·3	69·12

* The returns for these years *do not* distinguish the ages of children under eight years.

(No. 5.)

Statistics of Inspection—*continued.*

Schools aided with Annual Grants in the Year ending 31 August 1868.

	Denominations.	Returned by Managers as belonging to Agricultural Population.						Returned by Managers as *not* belonging to Agricultural Population.						Returned by Managers as belonging to Mixed Population.					
		Number of Schools.	Average Number of Scholars in Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.	Number of Schools.	Average Number of Scholars in Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.	Number of Schools.	Average Number of Scholars in Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.
						£ s. d.	s. d.					£ s. d.	s. d.					£ s. d.	s. d.
England and Wales.	Schools connected with *National Society*, or *Church of England*	2,862	217,642	3,352	1,255	99,223 2 7	9 1½	1,732	390,003	3,480	4,759	179,820 4 1	9 2½	1,187	157,6	1,826	1,417	72,264 11 6	9 2
	British, Wesleyan, and other Schools *not* connected with Church of England	358	30,994	411	235	14,764 19 2	9 6½	668	135,876	1,108	1,916	63,467 19 9	9 4	287	38,276	373	454	18,616 8 1	9 8½
	Roman Catholic Schools	55	3,719	65	18	1,788 10 0	9 7¼	216	53,222	418	561	24,190 19 10	9 1	41	6,269	69	62	3,017 17 6	9 7½
	Total	3,275	252,355	3,828	1,508	115,776 11 9	9 2	2,616	579,101	5,006	7,236	267,479 3 8	9 2¾	1,515	202,219	2,268	1,933	93,898 17 1	9 3¼
Scotland.	Schools connected with *Church of Scotland*	508	26,390	527	197	11,207 16 8	8 5¾	295	52,303	491	755	18,960 6 8	7 3	340	33,666	415	461	14,101 4 2	8 4½
	Free Church Schools	196	11,316	206	107	5,006 8 4	8 10	173	30,170	298	458	12,913 3 10	8 6½	145	15,519	184	222	6,823 12 6	8 9½
	Episcopal Schools	25	1,472	28	28	733 5 0	9 11½	44	5,323	47	98	2,353 8 4	8 10	17	1,733	21	26	737 8 4	8 6
	Roman Catholic Schools		1,230	15	24	576 0 0	9 4¼	35	8,266	45	125	2,549 2 0	6 0½	9	666	8	9	274 16 0	8 3
	Total	741	40,408	776	356	17,523 10 0	8 8	547	96,062	881	1,436	36,776 0 10	7 7¾	511	51,584	628	718	21,937 1 0	8 6
	Total, Great Britain	4,016	292,763	4,604	1,864	133,300 1 9	9 1½	3,163	675,163	5,887	8,672	304,255 4 6	9 0	2,026	253,803	2,896	2,651	115,835 18 1	9 1½

Salaries of Teachers (certificated as compared with *uncertificated*).

Denominations.	Schools visited on account of annual grants. Masters. Certificated. Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Masters. *Uncertificated.* Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Mistresses. Certificated. Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Mistresses. *Uncertificated.* Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
England and Wales. Schs. connected with *N. S.* or *Ch. of E. B., W.*, and other schs. not connected with *C. of Eng.*	£ 86 15 7	4,118	2,656	£ 51 16 3	10	7	£ 55 10 11	2,652	1,345	£ 33 7 8	35	13
Rom. Cath. schools	101 13 2	1,088	321	118 8 9	4	2	64 5 10	420	83	71 13 2	5	—
Scotland. Schools connected with *Ch. of Scot.*	81 0 3	142	33	30 0 0	1	1	51 1 8	253	87	—	—	—
Free Ch. schools	101 1 5	885	657	76 9 8	9	5	55 1 9	300	197	47 10 0	2	1
Episcopal schools	93 5 6	434	245	75 0 0	2	—	51 14 0	109	61	41 14 8	3	—
Rom. Cath. schools	80 2 11	46	23	—	—	—	56 4 3	41	23	46 4 5	1	1
Total	81 0 4	20	9	—	—	—	56 2 7	41	18	—	—	—
	91 5 11	6,733	3,944	71 11 0	26	15	56 1 7	3,816	1,814	38 19 8	46	15

(*continued.*)

Denominations.	Schools visited on account of annual grants. Infants' Mistresses. Certificated. Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	*Uncertificated.* Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Schools visited for simple inspection only. Masters. Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Mistresses. Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Infants' Mistresses. Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.
England and Wales. Schs. connected with *N. S.* or *Ch. of E. B., W.*, and other schs. not connected with *C. of Eng.*	£ 54 4 7	1,193	493	£ 31 1 7	73	26	£ 51 3 5	150	103	£ 30 0 7	139	86	£ 28 18 4	24	11
Rom. Cath. schools	59 12 0	263	41	22 2 10	10	—	59 9 0	28	5	46 0 2	7	3	22 0 0	3	—
Scotland. Schools connected with *Ch. of Scot.*	48 12 1	95	32	28 2 10	7	1	67 4 8	2	—	37 10 8	3	1	30 17 1	2	—
Free Ch. schools	51 18 9	50	29	31 0 0	1	1	68 1 11	26	17	27 5 2	4	3	33 15 0	1	—
Episcopal schools	59 7 10	42	8	—	—	—	62 1 2	8	1	44 11 6	3	—	—	—	—
Rom. Cath. schools	49 16 3	4	2	—	—	—	30 5 10	5	2	18 0 0	2	1	—	—	—
Total	50 17 8	5	2	—	—	—	—	—	—	—	—	—	—	—	—
	54 16 0	1,652	607	29 17 5	91	28	54 6 2	219	128	38 18 8	158	94	28 10 4	30	11

(No. 7.)—Statistics of Inspection—*continued.*

School Fees.*

Denominations.	Schools visited on account of Annual Grants.							Schools visited for Simple Inspection only.						
	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Schools.	Centesimal Proportion of those Children paying per Week.					Total Number of Schools from which Returns are taken.	Total Number of Children included in those Schools.	Centesimal Proportion of those Children paying per Week.				
			One Penny and less than Two-pence.	Two-pence and less than Three-pence.	Three-pence and less than Four-pence.	Fourpence.	Over Four-pence.			One Penny and less than Two-pence.	Two-pence and less than Three-pence.	Three-pence and less than Four-pence.	Fourpence.	Over Four-pence.
England and Wales. Schools connected with *National Society*, or *Church of England* -	5,437	978,758	26·49	48·77	17·17	5·54	2·03	218	14,723	44·97	35·58	11·97	4·65	2·83
England and Wales. *British*, *Wesleyan*, and other Schools *not* connected with Church of England - - -	1,247	261,973	15·47	38·57	24·15	15·07	6·74	26	2,909	12·31	36·99	38·74	9·59	2·37
England and Wales. *Roman Catholic* Schools -	294	63,473	48·53	39·2	8·45	3·01	·81	3	699	50·36	43·49	3·29	2·	·86
Total - -	6,978	1,304,204	25·35	46·26	18·15	7·33	2·91	247	18,331	39·99	36·1	15·89	5·33	2·69
Scotland. Schools connected with *Church of Scotland* -	1,025	109,060	13·33	33·39	33·67	9·59	10·02	27	2,111	4·55	52·54	28·04	10·8	4·07
Scotland. *Free Church* Schools -	476	61,062	10·11	36·17	33·77	10·43	9·52	11	1,196	5·02	13·71	46·32	26·84	8·11
Scotland. *Episcopal* Schools - -	79	9,131	38·21	38·76	17·27	4·51	1·25	5	205	23·9	62·93	13·17	—	—
Scotland. *Roman Catholic* Schools	51	6,003	56·82	31·13	11·41	·64	—	—	—	—	—	—	—	—
Total - -	1,631	185,256	14·9	34·5	32·17	9·33	9·1	43	3,512	5·84	39·92	33·4	15·63	5·21
Total, Great Britain -	8,609	1,489,460	24·05	44·8	19·89	7·58	3·68	290	21,843	34·5	36·72	18·71	6·98	3·09

* Extract from the Report of the Registrar General, on the Census of 1851, p. xxiii., with reference to Education :—

"Children of the labouring classes are employed at an early age,—some permanently, others temporarily,—at a rate of recompence which, though apparently but trifling, is sufficient for their maintenance, and more than sufficient to induce their parents to remove them from School. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from 1s. 6d. *to* 2s. *per week) must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement, and retain the child at School in the face of such temptation. And this inducement will be almost equally powerful whether or not the School be one where payments from the children are required. It is not for the sake of* saving a penny *per week that a child is transferred from the School to the factory or the fields, but for the sake of* gaining a shilling or eighteenpence *per week; and the mere opportunity of saving the penny by sending the child to a* free *School would not restrain the parents from making a positive addition to their weekly income, if the absence of the child from School could ensure it."*

Attendance, Examination, and Results of Examination.

Denominations.	Number of Children in Average Attendance.				Standard I.									Standard II.								
					Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
								Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses	Infants.	Total.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																						
England & Wales. Schs. connected with *Nat. Soc.*, or *Ch. of England*	382,164	208,377	135,265	725,806	133,086	10,608	143,694	124,638	131,874	118,367	19,056	11,820	25,327	93,172	26,520	119,692	105,151	114,874	90,674	14,541	4,818	29,018
England & Wales. *Brit., Wes.*, and other Schools *not* connected with Ch. of England	127,011	40,239	30,048	197,298	36,615	3,634	40,249	35,173	37,660	34,894	5,076	2,589	5,355	24,961	8,997	33,958	30,443	32,530	25,801	3,515	1,428	8,157
England & Wales. *Roman Catholic* Schools	15,812	25,465	14,140	55,417	11,159	1,344	12,503	11,470	11,835	11,406	1,033	668	1,097	6,832	2,062	8,894	8,070	8,687	7,096	824	207	1,798
Total	524,987	274,081	179,453	978,521	180,860	15,586	196,446	171,281	181,369	164,667	25,165	15,077	31,779	124,965	37,579	162,544	143,664	156,091	123,571	18,880	6,453	38,973
Scotland. Schools connected with *Church of Scotland*	87,418	18,481	5,193	111,092	17,499	959	18,458	17,614	17,110	15,688	844	1,348	2,770	12,884	3,135	16,019	15,424	15,554	13,760	595	365	2,259
Scotland. *Free Church* Schools	44,930	6,917	4,527	56,374	8,084	429	8,513	8,323	8,179	7,496	190	334	1,017	5,993	1,433	7,426	7,312	7,376	6,502	114	50	924
Scotland. *Episcopal* Schools	4,791	3,229	469	8,489	1,245	58	1,303	1,168	1,230	1,153	135	73	150	953	153	1,106	1,005	1,057	922	101	49	184
Scotland. *Roman Catholic* Schools	3,450	4,811	631	8,892	1,578	116	1,694	1,586	1,600	1,499	108	94	195	1,022	245	1,267	1,203	1,210	930	64	57	337
Total	140,589	33,438	10,820	184,847	28,406	1,562	29,968	28,691	28,119	25,836	1,277	1,849	4,132	20,852	4,966	25,818	24,944	25,297	22,114	874	521	3,704
Total Day Schools, Great Britain	665,576	307,519	190,273	1,163,368	209,266	17,148	226,414	199,972	209,488	190,503	26,442	16,926	35,911	145,817	42,545	188,362	168,608	181,388	145,685	19,754	6,974	42,677
Evening Schools.																						
England & Wales. Schs. connected with *Nat. Soc.*, or *Ch. of England*	31,743	7,770	—	39,513	10,969	—	10,969	9,241	8,931	9,918	1,728	2,038	1,051	9,602	—	9,602	8,859	8,927	7,137	743	675	2,465
England & Wales. *Brit., Wes.*, and other Schools *not* connected with Ch. of England	6,511	1,337	—	7,848	1,985	—	1,985	1,751	1,746	1,849	234	239	136	1,899½	—	1,899	1,775	1,733	1,508	124	166	391
England & Wales. *Roman Catholic* Schools	3,370	4,423	—	7,793	3,262	—	3,262	2,862	2,780	3,085	400	482	177	2,162	—	2,162	1,986	2,015	1,590	176	147	572
Total	41,624	13,530	—	55,154	16,216	—	16,216	13,854	13,457	14,852	2,362	2,759	1,364	13,663	—	13,663	12,620	12,675	10,235	1,043	988	3,428
Scotland. Schools connected with *Church of Scotland*	924	343	—	1,267	184	—	184	178	167	183	6	17	1	143	—	143	134	141	128	9	2	15
Scotland. *Free Church* Schools	541	90	—	631	43	—	43	41	43	43	2	—	—	53	—	53	51	53	48	2	—	5
Scotland. *Episcopal* Schools	21	18	—	39	3	—	3	2	3	3	1	—	—	4	—	4	4	4	4	—	—	—
Scotland. *Roman Catholic* Schools	572	698	—	1,270	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	2,058	1,149	—	3,207	230	—	230	221	213	229	9	17	1	200	—	200	189	198	180	11	2	20
Total Evening Schools, Great Britain	43,682	14,679	—	58,361	16,446	—	16,446	14,075	13,670	15,081	2,371	2,776	1,365	13,863	—	13,863	12,809	12,873	10,415	1,054	990	3,448

Tables.

Attendance, Examination, and Results of Examination—*continued.*

Denominations.	Standard III.									Standard IV.								
	No. of Children presented for Examination.			Number of those Children						No. of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																		
England and Wales. Schs. connected with *N.S.*, or *Ch. of E. B., W.*, and other	48,707	39,334	88,041	81,415	72,129	68,733	6,626	15,912	19,308	16,393	45,398	61,791	57,675	45,927	41,023	4,116	15,864	20,768
England and Wales. Schs. *not* connected with Ch. of E.	13,145	13,888	27,033	25,159	23,454	21,289	1,874	3,579	5,744	3,979	15,182	19,161	17,845	15,226	12,009	1,316	3,935	7,152
England and Wales. *Rom. Cath.* Schools	3,304	2,630	5,934	5,566	5,408	4,551	368	526	1,383	1,048	2,776	3,824	3,643	3,063	2,800	181	761	1,024
Total - - -	65,156	55,852	121,008	112,140	100,991	94,573	8,868	20,017	26,435	21,420	63,356	84,776	79,163	64,216	55,832	5,613	20,560	28,944
Scotland. Schools connected with *Ch. of Scot.*	7,103	6,071	13,174	12,757	10,982	11,100	417	2,192	2,074	2,137	7,643	9,780	9,557	7,578	7,541	223	2,202	2,239
Scotland. *Free Ch.* Schools	3,291	3,039	6,330	6,250	5,880	5,715	80	450	615	988	3,784	4,772	4,743	4,006	4,074	29	766	698
Scotland. *Episcopal* Schools	522	368	890	819	818	749	71	72	141	157	393	550	504	433	393	46	117	157
Scotland. *Rom. Cath.* Schools	550	439	989	948	910	899	41	79	90	137	371	508	498	435	390	10	73	118
Total - - -	11,466	9,917	21,383	20,774	18,590	18,463	609	2,793	2,920	3,419	12,191	15,610	15,302	12,452	12,398	308	3,158	3,212
Total Day Schools, Great Britain -	76,622	65,769	142,391	132,914	119,581	113,036	9,477	22,810	29,355	24,839	75,547	100,386	94,465	76,668	68,230	5,921	23,718	32,156
Evening Schools.																		
England and Wales. Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other	6,974	—	6,974	6,666	5,276	5,389	308	1,698	1,585	5,081	—	5,081	4,956	4,048	3,809	125	1,033	1,272
England and Wales. Schs. *not* connected with Ch. of E.	1,584	—	1,584	1,530	1,314	1,313	54	270	271	1,288	—	1,288	1,253	1,094	980	35	194	308
England and Wales. *Rom. Cath.* Schools	1,825	—	1,825	1,701	1,537	1,194	124	288	631	904	—	904	884	718	623	20	186	281
Total - - -	10,383	—	10,383	9,987	8,127	7,896	486	2,256	2,487	7,273	—	7,273	7,093	5,860	5,412	180	1,413	1,861
Scotland. Schools connected with *Ch. of Scot.*	176	—	176	172	153	148	4	23	28	100	—	100	93	83	86	7	17	14
Scotland. *Free Ch.* Schools	74	—	74	74	73	71	—	1	3	52	—	52	52	47	44	—	5	8
Scotland. *Episcopal* Schools	1	—	1	1	1	1	—	—	—	2	—	2	2	1	2	—	1	—
Scotland. *Rom. Cath.* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total - - -	251	—	251	247	227	220	4	24	31	154	—	154	147	131	132	7	23	22
Total Even. Schools,																		

Attendance, Examination, and Results of Examination—*continued.*

Denominations.	Standard V.									Standard VI.								
	No. of Children presented for Examination.			Number of those Children						No. of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
England and Wales.																		
Day Schools.																		
Schs. connected with *N. S.*, or *Ch. of E.*	1,863	35,295	37,158	34,425	29,523	25,417	2,733	7,635	11,741	245	17,833	18,078	16,766	15,022	12,052	1,312	3,056	6,026
B., W., and other Schs. *not* connected with Ch. of E.	424	10,976	11,400	10,650	9,670	7,399	750	1,730	4,001	28	5,587	5,615	5,272	4,842	3,761	343	773	1,854
Rom. Cath. Schools	162	1,926	2,088	2,021	1,742	1,611	67	346	477	12	875	887	844	736	686	43	151	201
Total - -	2,449	48,197	50,646	47,096	40,935	34,427	3,550	9,711	16,219	285	24,295	24,580	22,882	20,600	16,499	1,698	3,980	8,081
Scotland.																		
Schools connected with *Ch. of Scot.*	313	5,460	5,773	5,683	4,855	4,619	90	918	1,154	50	3,245	3,295	3,230	2,917	2,696	65	378	599
Free Ch. Schools -	133	3,106	3,239	3,222	2,867	2,947	17	372	292	22	1,815	1,837	1,830	1,646	1,664	7	191	173
Episcopal Schools	44	313	357	339	316	278	18	41	79	4	198	202	193	179	130	9	23	72
Rom. Cath. Schools	25	252	277	275	254	250	2	23	27	2	137	139	136	135	104	3	4	35
Total - -	515	9,131	9,646	9,519	8,292	8,094	127	1,354	1,552	78	5,395	5,473	5,389	4,877	4,594	84	596	879
Total Day Schools, Great Britain -	2,964	57,328	60,292	56,615	49,227	42,521	3,677	11,065	17,771	363	29,690	30,053	28,271	25,477	21,093	1,782	4,576	8,960
Evening Schools.																		
England and Wales.																		
Schs. connected with *N. S.*, or *Ch. of E.*	1,766	—	1,766	1,720	1,414	1,263	46	352	503	1,937	—	1,937	1,895	1,623	1,452	42	314	485
B., W., and other Schs. *not* connected with Ch. of E.	375	—	375	365	331	271	10	44	104	400	—	400	392	349	302	8	51	98
Rom. Cath. Schools	305	—	305	298	269	222	7	36	83	181	—	181	179	155	141	2	26	40
Total - -	2,446	—	2,446	2,383	2,014	1,756	63	432	690	2,518	—	2,518	2,466	2,127	1,895	52	391	623
Scotland.																		
Schools connected with *Ch. of Scot.*	38	—	38	34	33	32	4	5	6	12	—	12	12	11	12	—	1	—
Free. Ch. Schools -	20	—	20	20	19	19	—	1	1	32	—	32	32	31	32	—	1	—
Episcopal Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Rom. Cath. Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total - -	58	—	58	54	52	51	4	6	7	44	—	44	44	42	44	—	2	—
Total Even. Schools, Great Britain -	2,504	—	2,504	2,437	2,066	1,807	67	438	697	2,562	—	2,562	2,510	2,169	1,939	52	393	623

(No. 8.)—STATISTICS of INSPECTION under REVISED CODE, from 1 September 1867 to 31 August 1868—*continued.*

Attendance, Examination, and Results of Examination—*continued.*

	Denominations.	Total. (Standards I. to VI. inclusive.) Number of Children presented for Examination. Under 10 Years of Age.	Over 10 Years of Age.	Total.	Number of those Children who passed in Reading.	Writing.	Arithmetic.	who failed to pass in Reading.	Writing.	Arithmetic.	Passes. On Individual Examination under Article 40 *b* & *c.*	Without Individual Examination. Under Article 40 *b* (1)*.	Under Article 40 *b* (2). Present.	Absent.*	Total.	Under Article 47 *b.*
England and Wales.	DAY SCHOOLS.															
	Schools connected with *Nat. Society*, or *Ch. of England Brit., Wes.*, and other Schools	293,466	174,988	468,454	420,070	409,349	356,266	48,384	59,105	112,188	1,185,685	577	148,490	214	148,704	249
	not connected with Ch. of E.	79,152	58,264	137,416	124,542	123,382	105,153	12,874	14,034	32,263	353,077	142	35,836	99	35,935	89
	Roman Catholic Schools -	22,517	11,613	34,130	31,614	31,471	28,150	2,516	2,659	5,980	91,235	—	14,014	22	14,036	16
	Total - -	395,135	244,865	640,000†	576,226	564,202	489,569	63,774	75,798	150,431	1,629,997	719	198,340	335	198,675	354
Scotland.	Schools connected with *C. of S.*	39,986	26,513	66,499	64,265	59,096	55,404	2,234	7,403	11,095	178,765	—	8,577	—	8,577	—
	Free Church Schools - -	18,511	13,666	32,117	31,680	29,954	28,398	437	2,163	3,719	90,032	—	4 102	—	4,102	—
	Episcopal Schools - -	2,925	1,483	4,408	4,028	4,033	3,625	380	375	783	11,686	—	1,253	—	1,253	—
	Roman Catholic Schools -	3,314	1,560	4,874	4,646	4,544	4,072	228	330	802	13,262	—	1,052	—	1,052	—
	Total - -	64,736	43,162	107,898	104,619	97,627	91,499	3,279	10,271	16,399	293,745	—	14,984	—	14,984	—
	Total Day Schools, Great Britain -	459,871	288,027	747,898†‖	680,845	661,829	581,068	67,053	86,069	166,830	1,923,742	719	213,324	335	213,659	354
England and Wales.	EVENING SCHOOLS.															
	Schools connected with *Nat. Society*, or *Ch. of England Brit., Wes.*, and other Schools	36,329	—	36,329	33,337	30,219	28,968	2,992	6,110	7,361	92,524	—	—	—	—	—
	not connected with Ch. of E.	7,531	—	7,531	7,066	6,567	6,223	465	964	1,308	19,856	—	—	—	—	—
	Roman Catholic Schools -	8,639	—	8,639	7,910	7,474	6,855	729	1,165	1,784	22,239	—	—	—	—	—
	Total - -	52,499	—	52,499‡	48,313	44,260	42,046	4,186	8,239	10,453	134,619	—	—	—	—	—
Scotland.	Schools connected with *C. of S.*	653	—	653	623	588	589	30	65	64	1,800	—	—	—	—	—
	Free Church Schools - -	274	—	274	270	266	257	4	8	17	793	—	—	—	—	—
	Episcopal Schools - -	10	—	10	9	9	10	1	1	—	28	—	—	—	—	—
	Roman Catholic Schools -	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total - -	937	—	937	902	863	856	35	74	81	2,621	—	—	—	—	—
	Total Evening Schools, Great Britain -	53,436	—	53,436‡	49,215	45,123	42,902	4,221	8,313	10,534	137,240	—	—	—	—	—

* Passes allowed on children absent on account of epidemic; 316 in day schools under Article 40 *b* (1), and 335 under Article 40 *b* (2).

† 1,316 children, *not* included here, were also examined; but having been presented in the same or lower Standards than those in which they had been previously

(No. 8.)—Statistics of Inspection under Revised Code, from 1 September 1867 to 31 August 1868—*continued.*

Results of Examination—*continued.*

Denominations.	Number of Examination Passes deducted *not* fulfilling								Number of Non-examination Passes deducted—														
									Under Article 40 *b* (2), *not* fulfilling							Under Article 40 *a*, *not* fulfilling							
	Article 4.	Article 51 *a*.	Article 51 *b*.	Article 51 *c*.	Article 51 *d*.	Article 52 *d*.	Article 143.	Total.	Article 4.	Article 40 *b* (2).	Article 51 *a*.	Article 51 *b*.	Article 51 *d*.	Article 52 *d*.	Total.	Article 4.	Article 40 *a*.	Article 51 *a*.	Article 51 *b*.	Article 51 *c*.	Article 51 *d*.	Article 52 *d*.	Total.
Day Schools.																							
England & Wales. Schools connected with *National Society*, or *Church of England* - -	10,146	746	1,868	45	547	12,228	—	25,580	478	176	236	659	64	426	2,039	6,637	1,443	891	4,193	30	440	7,739	21,373
England & Wales. *British, Wesleyan*, and other Schools *not* connected with Church of England - -	5,778	756	818	—	—	5,515	—	12,867	212	88	47	290	—	165	802	3,013	29	499	884	—	158	2,774	7,357
England & Wales. *Roman Catholic* Schools - -	159	102	78	—	35	—	—	374	15	37	11	—	5	—	68	99	20	72	87	—	17	—	295
Total - -	16,083	1,604	2,764	45	582	17,743	—	38,821	705	301	294	949	69	591	2,909	9,749	1,492	1,462	5,164	30	615	10,513	29,025
Evening Schools.																							
England & Wales. Schools connected with *National Society*, or *Church of England* - -	29	38	392	—	—	403	323	1,185	—	—	—	—	—	—	—	10	374	13	150	—	—	111	658
England & Wales. *British, Wesleyan*, and other Schools *not* connected with Church of England - -	24	—	51	—	—	—	164	239	—	—	—	—	—	—	—	7	16	—	23	—	72	—	118
England & Wales. *Roman Catholic* Schools - -	—	—	—	—	—	—	117	117	—	—	—	—	—	—	—	—	9	—	—	—	—	—	9
Total - -	53	38	443	—	—	403	604	1,541	—	—	—	—	—	—	—	17	399	13	173	—	72	111	785

Results of Examination under REVISED CODE, from 1 September 1867 to 31 August 1868—*continued.*

Results of Examination—*continued.*

Denominations.	Per-centage of the number examined in each Standard (confined to Children *above* 10 Years of Age), who failed to pass *completely* under Standards						Per-centage of the number examined in each Standard (confined to Children *under* 10 Years of Age), who failed to pass *completely* under Standards						Per-centage of the whole number of Children examined, who *failed to pass* in.			Per-centage of the whole number of Children examined, who *passed* in.			Per-centage of the number of Children examined in each Standard, who passed *completely* under Standards						
	I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	I.	II.	III.	IV.	V.	VI.	Total.
Day Schools.																									
England and Wales. Schs. connected with *N. S.*, or *Ch. of E.* - *B.*, *W.*, and other Schs. *not* connected with Ch. of England	22·4	29·28	33·9	45·66	42·	40·93	28·46	32·22	33·83	45·23	44·06	37·55	10·33	12·62	23·95	89·67	87·38	76·05	71·98	68·42	66·13	54·44	58·16	59·67	66·06
England and Wales. *Roman Cath.* Schools	19·2	26·95	29·31	45·06	41·8	40·12	23·87	31·36	30·68	48·32	45·04	53·67	9·37	10·22	23·48	90·63	89·78	76·52	76·54	69·78	70·01	54·28	58·07	59·8	68·27
	17·18	23·08	30·03	37·46	31·93	32·8	17·61	26·42	28·02	37·59	33·33	16·66	7·37	7·79	17·52	92·63	92·21	82·48	82·43	74·35	71·08	62·5	67·96	67·42	74·84
Total - -	21·21	28·38	32·58	45·15	41·35	40·48	26·86	31·74	32·9	45·43	43·52	38·24	9·97	11·84	23·51	90·03	88·16	76·49	73·58	69·03	67·24	54·77	58·54	59·54	67·
Scotland. Schools connected with *Ch. of Scotland*	15·33	15·91	28·	35·6	29·34	24·65	21·29	17·6	25·25	36·21	28·11	30·	3·36	11·14	16·69	96·64	88·86	83·31	79·01	82·72	73·74	64·26	70·72	75·26	75·73
Scotland. *Free Church* Schools	9·32	11·3	15·66	25·26	18·03	17·25	14·97	13·96	14·52	27·32	19·55	13·63	1·36	6·74	11·58	98·64	93·26	88·42	85·3	86·54	84·93	74·3	81·9	82·8	83·39
Scotland. *Episcopal* Schools -	22·41	28·1	24·18	41·47	28·75	38·38	21·76	26·33	27·2	42·68	36·36	50·	8·62	8·51	17·76	91·38	91·49	82·24	78·2	73·41	74·04	58·18	70·3	61·38	72·25
Scotland. *Roman Cath.* Schools	14·65	24·08	17·76	28·03	16·27	27·73	18·75	31·01	14·9	36·5	12·	—	4·67	6·77	16·45	95·33	93·33	83·55	81·52	70·32	83·82	69·68	84·11	72·66	77·74
Total - -	13·89	15·36	23·62	32·35	25·11	22·74	19·38	17·61	21·76	33·95	25·82	25·64	3·04	9·52	15·2	96·96	90·48	84·8	80·9	82·81	77·37	67·29	74·85	77·21	77·96
Total Day Schools, Great Britain -	20·5	26·86	31·23	43·09	38·76	37·26	25·85	29·72	31·23	43·85	40·45	35·53	8·97	11·51	22·3	91·03	88·49	77·7	74·55	70·92	68·76	56·72	61·15	62·76	68·59
Evening Schools.																									
England and Wales. Schs. connected with *N. S.*, or *Ch. of E.* - *B.*, *W.*, and other Schs. not connected with Ch. of England	30·52	31·53	36·93	34·99	38·39	33·55	—	—	—	—	—	—	8·79	16·82	20·26	91·21	83·18	79·74	69·48	68·47	63·07	65·01	61·61	66·45	66·81
England and Wales. *Roman Cath.* Schools	23·12	27·12	27·84	31·44	33·33	30·	—	—	—	—	—	—	6·18	12·8	17·37	93·82	87·2	82·63	76·88	72·88	72·16	68·56	66·67	70·	72·58
	25·07	33·34	41·86	39·15	30·16	30·38	—	—	—	—	—	—	8·43	13·48	20·65	91·57	86·52	79·35	74·93	66·66	58·14	60·85	69·84	69·62	67·55
Total - -	28·51	31·2	36·42	34·84	36·59	32·89	—	—	—	—	—	—	7·98	15·69	19·92	92·02	84·31	80·08	71·49	68·8	63·58	65·16	63·41	67·11	67·76
Scotland. Schools connected with *Ch. of Scotland*	10·87	13·28	22·72	29·	31·58	8·33	—	—	—	—	—	—	4·6	9·95	9·8	95·4	90·05	90·2	89·13	86·72	77·28	71·	68·42	91·67	81·47
Scotland. *Free Church* Schools	4·65	11·32	5·4	17·3	10·	3·12	—	—	—	—	—	—	1·46	2·92	6·21	98·54	97·08	93·79	95·35	88·68	94·6	82·7	90·	96·88	91·24
Scotland. *Episcopal* Schools -	33·33	—	—	50·	—	—	—	—	—	—	—	—	10·	10·	—	90·	90·	100·	66·67	100·	100·	50·	—	—	80·
Scotland. *Roman Cath.* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total - -	10·	12·5	17·53	25·32	24·13	4·54	—	—	—	—	—	—	3·74	7·9	8·65	96·26	92·1	91·35	90·	87·5	82·47	74·68	75·87	95·46	84·32
Total Even. Schools, Great Britain -	28·26	30·92	35·98	34·64	36·3	32·4	—	—	—	—	—	—	7·9	15·56	19·72	92·1	84·44	80·28	71·74	69·08	64·02	65·36	63·7	67·6	68·05

EXTRACT from the REVISED CODE, showing what are the STANDARDS of EXAMINATION.

Article 48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading -	Narrative in monosyllables	One of the narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing -	Form on black-board or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic -	Form on black-board or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10, orally, from examples on black-board.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

STATISTICS of INSPECTION under REVISED CODE, from 1 September 1867 to 31 August 1868—*continued.*

GRANTS.*

DENOMINATIONS.	Day Schools, Articles 40 (*a.*), (*b.*), 47, 54, and 90[1]. †												Evening Schools, Article 40 (*a.*), (*c.*)†								
	Amount of Grants awarded on												Amount of Grants awarded on								
	Examination.‡			Attendance.						Half Time, Article 47 *b.*			Total.			Examination.			Average Attendance.			Total.		
				Average.			Infants under 6.																	
ENGLAND & WALES.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Schools connected with *N. S.* or *Ch. of E.* -	163,433	4	3	139,482	12	3	46,986	11	11	104	14	0	350,007	2	5	7,602	3	7	4,850	3	4	12,452	6	11
B., W., and other S. *not* connected with C. of E.	47,902	15	0	37,304	14	11	11,142	3	8	35	12	0	96,385	5	7	1,636	7	0	965	19	9	2,602	6	9
Roman Catholic Schs.	12,323	1	7	10,869	7	6	4,455	4	6	6	8	0	27,654	1	7	1,847	13	1	974	14	7	2,822	7	8
Total - £	223,659	0	10	187,656	14	8	62,584	0	1	146	14	0	474,046	9	7	11,086	3	8	6,790	17	8	17,877	1	4

* Grants to elementary schools under Revised Code are *confined* to *England* and *Wales*. Grants to elementary schools in *Scotland* will continue to be awarded under Code of 1860 until 30 June 1870 ; but the schools will in the meantime be inspected, and the children examined according to the forms and instructions of the Revised Code. (*Minute*, 21 *May* 1868.)

† Article 40. The managers of schools may claim at the end of each year, defined by Article 17 :—

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at the *morning and afternoon* meetings of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at the *evening meetings* of their school.

(*b.*) For every scholar who has attended more than 200 morning or evening meetings of their school :—

1. If more than six years of age 8*s.*, subject to examination (Articles 46 and 48).
2. If under six years of age 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Articles 46 and 48).

Article 47. Under any Half Time Act 100 attendances (Article 41) qualify individual scholars for the grant offered by Article 40 *b.* :—

(*a.*) Upon examination.

(*b.*) Without examination, after they have satisfied the inspector according to the highest Standard (Article 48), but continue to attend school under the Act.

For Articles 54 and 90[1], *see* Table No. 11.

‡ *See* Note (†) in Table No. 11.

TABLE showing the effect of Articles 51–53[1], and 54[1] on Grants to 7,406 Schools (*Institutions*), with an average Attendance of 1,033,675 Children; 978,521 in Day Schools, and 55,154 in Night Schools.

DENOMINATIONS.	Amount of Grants allowable under Articles 40–47, 54 and 90[1], for Attendance and Examination only. (1.)	Amount of addition to Grants as per Column (1), under Article 54[1]. (2.)	Amount of Reduction of Grants as per Column (1). (3.)						Total Amount of Reduction.	Net Amount of Grant paid.
			Under Article 51*b*.	Under Article 52*a*.	Under Article 52*b*.	Under Article 52*c*. (1).	Under Article 52*c*. (2).	Under Article 52*d*.		
ENGLAND AND WALES. DAY SCHOOLS:	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Schools connected with *Nat. Society* or *Ch. of England*	350,007 2 5	10 8 4	735 5 5	2,316 13 1	2,250 8 10	1,480 2 9	25 9 11	4,253 12 11	11,061 12 11	338,955 17 10
Brit., Wes., and other schools *not* connected with Ch. of Eng.	96,385 5 7	17 5 10	212 6 0	494 1 1	757 10 0	349 4 1	22 2 3	290 19 5	2,126 2 10	94,276 8 7
Roman Catholic Schools	27,654 1 7	- - -	114 9 1	161 11 8	310 0 0	729 1 5	0 7 6	80 15 8	1,396 5 4	26,257 16 3
Total Day Schools - £	474,046 9 7	27 14 2	1,062 0 6	2,972 5 10	3,317 18 10	2,558 8 3	47 19 8	4,625 8 0	14,584 1 1	459,490 2 8
EVENING SCHOOLS:										
Schools connected with *Nat. Society* or *Ch. of England*	12,452 6 11	- - -	3 15 4	2 3 9	0 11 5	65 6 3	- - -	28 9 10	100 6 7	12,352 0 4
Brit., Wes., and other Schools *not* connected with Ch. of Eng.	2,602 6 9	- - -	- - -	5 17 6	- - -	13 15 0	1 7 9	8 8 1	29 8 4	2,572 18 5
Roman Catholic Schools	2,822 7 8	- - -	- - -	24 11 8	- - -	58 4 11	- - -	- - -	82 16 7	2,739 11 1
Total Evening Schools - £	17,877 1 4	- - -	3 15 4	32 12 11	0 11 5	137 6 2	1 7 9	36 17 11	212 11 6	17,664 9 10

Article 54[1]. Pupil-teachers engaged with the consent of the Committee of Council on Education according to the form of indenture in use under the Code of 1860, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency. (This Article has now expired as regards England and Wales).

The grant is reduced,—

Article 51*b*. By the amount due for the portion of the year defined by Article 17, during which the principal teacher was not duly certificated (Article 67).

Article 52*a*. By not less than one-tenth or more than one-half in the whole, upon the inspector's report, for faults of instruction* or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

Article 52*b*. By sums of 10*l*. for every 40 or 80, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81 9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively. The forfeiture is reduced from 10*l*. to 5*l*. if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Article 52*c*. By its excess above,—

(1.) The amount of school fees and subscriptions; or,
(2.) The rate of 15*s*. per scholar according to the average number in attendance } in the year defined by Article 17.

Article 52*d*. By the amount of any annual endowment (Article 93[3].)

* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

No. 11.—Table showing the Operation of Articles 46 (*b*), 54, and 90[1], which Five Months ending 31 August 1867, and for the Twelve

1.—For the Five Months

Denominations.	Number of Schools (under separate Teachers) examined.			Average Number of Children in Attendance in those Schools.			Number of Schools under separate Teachers which have received additional Grants under Articles 46 (*b*), 54, or 90[1]	
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Total.	Under Six Years of Age.	Over Six Years of Age.	Total.	With an average Attendance of less than 65 Scholars per School, the Number of Scholars *over* Six Years of Age attending all such Schools together being 7,406 in 1867, and 32,979 in 1868.	With an average Attendance of 65 or more Scholars per School, the Number of Scholars *over* Six Years of Age attending all such Schools together being 35,612 in 1867, and 210,386 in 1868.
1.	2.	3.	4.	5.	6.	7.	8.	9.
England and Wales.								
Schools connected with *National Society* or *Church of England British, Wesleyan,* and other	1,378	830	2,208	26,603	151,387	177,990	142	244
Schools *not* connected with *Church of England* - - -	334	127	461	7,627	38,971	46,598	34	71
Roman Catholic Schools - -	36	65	101	1,552	7,366	8,918	5	8
Total - -	1,748	1,022	2,770	35,782	197,724	233,506	181	323

2.—For the Twelve Months

Schools connected with *National Society* or *Church* of *England British, Wesleyan,* and other	4,316	2,814	7,130	82,124	508,417	590,541	621	1,319
Schools *not* connected with Church of England - - -	1,121	421	1,542	22,086	145,164	167,250	106	510
Roman Catholic Schools - -	145	256	401	5,752	35,525	41,277	17	41
Total - -	5,582	3,491	9,073	109,962	689,106	799,068	744	1,870

Extract from the

Article 46.—Every scholar for whom the grants dependent upon examination are claimed (Article 40, (*b*) 1) must—

(*b*.) After having been presented for examination in Standard VI., satisfy the inspector in some specific subject of secular instruction, provided for in the time tables of the school in use throughout the past year (Article 17), beyond Standard VI.

Article 54.—The grant is increased at the rate of 1*s*. 4*d*. per examination, satisfying the inspector (*pass*) in reading, writing, or arithmetic (Article 48), up to any number of such examinations, not exceeding 120, on the following conditions, viz.:—

(*a*.) The number of teachers must have allowed throughout the past year (Article 17) at least one certificated or one assistant teacher, fulfilling respectively the conditions of Articles 67 and 91–3, for every 80 scholars, or one pupil-teacher fulfilling the conditions of Articles 81–9 for every 40 scholars, after the first 25 of the average number of scholars in attendance.

(*b*.) The number of passes in reading, writing, and arithmetic must—

1. Exceed 200 per cent. of the annual average number of scholars in attendance who are over six years of age. In schools where the calculation of average attendance is made indiscriminately upon scholars above and scholars under six years of age, the school registers of age are to determine in what ratio the average number in attendance is to be divided.
2. Fall under Standards IV.-VI. to the extent of at least one-fifth part of the whole number of passes.

(*c*.) The time tables of the school in use throughout the past year (Article 17) must have provided for one or more specific subjects of secular instruction beyond Article 48. The inspector must name the

embody Paragraphs I., II., and III. of the MINUTE of 20 February 1867; for the Months ending 31 August 1868 (Report, 1866–7, p. xcviii.)

ending 31 August 1867.

Amount granted under					Number of Schools under separate Teachers in which the additional Grant was lost by the Operation of—					Article 54 (*c.*) Number of Schools wherein Examination in an extra Subject was accepted, and—		
Article 46 (*b.*)	Article 54.	Article 90[1] (1.)	Article 90[1] (2.)*	Total.†	Article 54 (*a.*)	Article 54 (*b.*) 1.	Article 54 (*b.*) 2.	Article 54 (*c.*)	Total.‡	Passed successfully, the average Number of Scholars *over* Six Years of Age attending such Schools being 45,106 in 1867, and 207,593 in 1868.	Not passed successfully, the average Number of Scholars *over* Six Years of Age attending such Schools being 21,543 in 1867, and 104,779 in 1868.	Total; the average Number of Scholars *over* Six Years of Age attending such Schools being 66,649 in 1867, and 312,372 in 1868.
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.								
188 18 8	312 2 5	- -	- -	501 1 1	537	773	730	1,790	1,926	373	173	546
70 16 0	70 2 6	- -	- -	140 18 6	141	136	137	336	390	117	98	215
3 4 0	11 10 4	- -	- -	14 14 4	20	25	38	86	89	11	1	12
262 18 8	393 15 3	- -	- -	656 13 11	698	934	905	2,212	2,405	501	272	773

ending 31 August 1868.§

1,328 4 4	7,616 10 2	780 0 0	- -	9,724 14 6	1,520	2,599	2,332	5,200	5,932	1,762	982	2,744
573 14 0	2,323 12 11	281 5 0	- -	3,178 11 11	416	478	479	961	1,187	561	282	843
27 9 4	252 5 3	52 10 0	- -	332 4 7	127	109	189	338	361	60	9	69
1,929 7 8	10,192 8 4	1,113 15 0	- -	13,235 11 0	2,063	3,186	3,000	6,499	7,480	2,383	1,273	3,656

REVISED CODE of 1868.

specific subject or subjects in his report, and must state that at least one-fifth part of the average number of scholars over six years of age have passed a satisfactory examination therein.

ARTICLE 90[1].—The managers of schools wherein it appears from the inspector's last report that the number of teachers throughout the year (Article 17) has been sufficient to satisfy Article 54 (*a*) may claim grants—

1. At the rate of 10*l.* for every male pupil-teacher admitted (Articles 105–110) into a normal school from candidates placed by examination in the first class, and 5*l.* for every male pupil-teacher so admitted from candidates placed in the second class; also—
2. For every male pupil-teacher who, having been admitted (Articles 105–110) into a normal school, is at the end of his first year's residence placed in the first or second division (Articles 119, 121, 102[3]), viz., 8*l.* for every such pupil-teacher placed in the first division, and 5*l.* for every such pupil-teacher in the second division of students.

* Cannot operate until after the end of the year 1868.

† Included in the column "Examination" in Table No. 9.

‡ In comparing this total with the sum of the figures under columns 15, 16, 17, and 18, it must be borne in mind that in many instances the same school may have failed to satisfy *two* or *more* of the conditions of Article 54.

§ Including, for the most part, the schools in the table above, the grants being *annual*.

NOTE.—The difference between the numbers under column 4 and the sum of the numbers under columns 8, 9, and 19 is made up of schools which received grants under Articles 46 (*b*) and 90[1], but failed to satisfy one or more of the conditions of Article 54.

(No. 12.)

DAY SCHOOLS examined, under ARTICLE 48, for *Simple Inspection only.*

	DENOMINATIONS.	Number of Schools (Institutions).	Number of Children in Average Attendance in those Schools.				STANDARD I.									STANDARD II.									STANDARD III.								
							Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
										Who passed in			Who failed to pass in						Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
			Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Infants.	Total.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
England & Wales.	DAY SCHOOLS.																															
	Schs. connected with *Nat. Soc.*, or *Ch. of England Brit., Wes.*, and other	269	5,431	2,924	801	9,156	2,564	141	2,705	1906	1641	1247	799	1064	1458	1,861	541	2,402	1922	1985	1070	480	417	1332	901	1002	1903	1627	1342	1003	276	561	900
	Schools *not* connected with Ch. of England –	32	1,534	294	37	1,865	368	35	403	356	345	307	47	58	96	300	110	410	358	355	270	52	55	140	117	193	310	285	246	202	25	64	108
	Roman Catholic Schools	5	109	140	70	319	125	16	141	111	102	84	30	39	57	68	26	94	79	85	59	15	9	35	45	55	100	95	96	67	5	4	33
	Total – –	306	7,074	3,358	908	11,340	3,057	192	3,249	2373	2088	1638	876	1161	1611	2,229	677	2,906	2359	2425	1399	547	481	1507	1063	1250	2313	2007	1684	1272	306	629	1041
Scotland.	Schools connected with *Church of Scotland* –	28	1,510	14	222	1,746	481	32	513	486	389	368	27	124	145	179	51	230	224	215	164	6	15	66	97	103	200	193	159	156	7	41	44
	Free Church Schools –	9	978	78	—	1,056	132	9	141	136	126	118	5	15	23	140	13	153	150	150	130	3	3	23	70	101	171	165	164	162	6	7	9
	Episcopal Schools – –	1	—	—	—	—	17	1	18	5	5	5	13	13	13	--	—	—	—	—	—	—	—	—	6	3	9	3	3	2	6	6	7
	Roman Catholic Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total – –	38	2,488	92	222	2,802	630	42	672	627	520	491	45	152	181	319	64	383	374	365	294	9	18	89	173	207	380	361	326	320	19	54	60
	Total, Great Britain	344	9,562	3,450	1130	14142*	3,687	234	3,921	3000	2608	2129	921	1313	1792	2,548	741	3,289	2733	2790	1693	556	499	1596	1236	1457	2693	2368	2010	1592	325	683	1101

* Of the 344 Schools examined under Article 48, no returns have been made for 99, viz.: Church of England, 85; British and Wesleyan, 7; Roman Catholic, England and Wales, 3, Church of Scotland, 3; and Episcopal, Scotland, 1.

Standards, under ARTICLE 19, for *Simple Inspection only*—continued.

Denominations.	Standard IV.									Standard V.								
	Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																		
England & Wales. — Schools connected with *National Society* or *Church of England*	251	943	1,194	1,065	870	681	129	324	513	24	328	352	310	260	229	42	92	123
England & Wales. — *British*, *Wesleyan*, and other Schools *not* connected with Church of England	34	172	206	188	164	100	18	42	106	4	53	57	55	53	35	2	4	22
England & Wales. — *Roman Catholic* Schools	13	51	64	55	43	39	9	21	25	3	18	21	20	15	15	1	6	6
England & Wales. — Total	298	1,166	1,464	1,308	1,077	820	156	387	644	31	399	430	385	328	279	45	102	151
Scotland. — Schools connected with *Church of Scotland*	28	133	161	159	133	132	2	28	29	3	28	31	31	30	24	—	1	7
Scotland. — *Free Church* Schools	4	65	69	67	49	55	2	20	14	1	48	49	49	45	48	—	4	1
Scotland. — *Episcopal* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Scotland. — *Roman Catholic* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Scotland. — Total	32	198	230	226	182	187	4	48	43	4	76	80	80	75	72	—	5	8
Total, Great Britain	330	1,364	1,694	1,534	1,259	1,007	160	435	687	35	475	510	465	403	351	45	107	159

	Standard VI.									Total. (Standards I. to VI. inclusive.)								
England & Wales. — Schools connected with *National Society* or *Church of England*	3	140	143	142	122	106	1	21	37	5,604	3,095	8,699	6,972	6,220	4,336	1,727	2,479	4,363
England & Wales. — *British*, *Wesleyan*, and other Schools *not* connected with Church of England	—	41	41	40	39	28	1	2	13	823	604	1,427	1,282	1,202	942	145	225	485
England & Wales. — *Roman Catholic* Schools	1	10	11	11	10	11	—	1	—	255	176	431	371	351	275	60	80	156
England & Wales. — Total	4	191	195	193	171	145	2	24	50	6,682	3,875	10,557	8,625	7,773	5,553	1,932	2,784	5,004
Scotland. — Schools connected with *Church of Scotland*	2	30	32	32	25	29	—	7	3	790	377	1,167	1,125	951	873	42	216	294
Scotland. — *Free Church* Schools	—	19	19	19	19	19	—	—	—	347	255	602	586	553	532	16	49	70
Scotland. — *Episcopal* Schools	—	—	—	—	—	—	—	—	—	23	4	27	8	8	7	19	19	20
Scotland. — *Roman Catholic* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Scotland. — Total	2	49	51	51	44	48	—	7	3	1,160	636	1,796	1,719	1,512	1,412	77	284	384
Total, Great Britain	6	240	246	244	215	193	2	31	53	7,842	4,511	12,353	10,344	9,285	6,965	2,009	3,068	5,388

REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. H. W. BELLAIRS, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* BERKS *and* OXFORD.

MY LORDS,

Population of the district.

THE population of my district, consisting of certain unions in the counties of Oxford and Berks, according to the last census returns of 1861 was 221,796. Assuming that the sixth of a population are of school age from 4 to 12, and that the school life is 6 years—three fourths of this number ought to be at school at one time—this in my district would be 27,724. The number of Church of England day schools in receipt of annual grants actually inspected was 126, *i.e.*, one to every 1,760 inhabitants. The number of children produced for *inspection* was, boys 5,742, girls 5,165, total 10,907; or nearly one twentieth of the population, and 39 per cent. of those who ought to be at school.

Educational condition of it in regard to church schools.

The average attendance in these schools was, boys 5,152, girls 4,382, total 9,534.

The number of certificated teachers was 151, of assistant teachers 6, of pupil teachers 76.

There are on the books of the several schools,—

996	Under 4 years old.
1,197	Between 4 and 5 years old.
1,480	„ 5 „ 6 „ „
1,663	„ 6 „ 7 „ „
1,659	„ 7 „ 8 „ „
1,596	„ 8 „ 9 „ „
1,407	„ 9 „ 10 „ „
1,148	„ 10 „ 11 „ „
801	„ 11 „ 12 „ „
535	„ 12 „ 13 „ „
261	„ 13 „ 14 „ „
95	Over 14.
Total 12,838	

of whom 2,840 or about $\frac{1}{4}$ are over ten years of age.

As a rule no children in my district under this age are in lessons beyond those required in Standard IV., *i.e.*, reading an easy book, and writing dictation lessons from it, and working compound sums in the four rules confined to money.

This amount of knowledge is the very lowest that will enable a child to read the Bible with satisfaction to

itself, to pen a simple letter to parent or friend, or to transact any money matters with safety.

It appears therefore that there are on the books in Church of England schools in my district 2,840 children in this position. But of these many are incapable of passing the examination of Her Majesty's Inspector, and in consequence are withdrawn by the teachers on the day of inspection.

Thus while 10,907 children were produced for *inspection*, of whom 2,184 were infants and not individually examined, 2,552 or something like 25 per cent. were dismissed before the examination, either as being incompetent, or as having failed to fulfil Art. 40–47, of the Code. And of those presented for examination, by far the greater number were in subjects below their years. Of the 6,151 presented for examination under Art. 40–47, 201 being infants, the passes were,—

Results of examinations.

In reading 4,240 or ·712 cir. 71 per cent.
„ writing 4,219 or ·709 cir. 71 „ „
„ arithmetic 3,852 or ·647 cir. 65 „ „

Causes of failures.

The failures are no doubt, in many instances, attributable to irregularity of attendance, and the ignorant state in which so many children come into the annual grant schools. In the 126 schools examined for annual grants, I find that 3,925 children were in their respective schools less than one year, and 2,397 one year only.

Irregularity of attendance.

To what extent this irregularity of attendance might be corrected by measures short of compulsion it is difficult to say. But I presume there is nothing in the nature of a man who labours with the hand which should make him differ in nature from him who labours with the brain. No compulsion is necessary to induce men in my own condition of life to undergo sacrifices for the education of their children. We do it not because we are more virtuous in ourselves, but because we have more faith and hope in what we do. The labouring poor have yet to see reason for the exercise of the same motives. If a sound system of national education could be established with efficient secondary schools dotted throughout the country, to which the most promising boys of all grades might find entrance, perhaps competitively, with a fair future before them, then possibly we should see the poor man more anxious than he is to keep his children regularly at school; this at least has certainly shown itself in some few instances within my knowledge, where one or two promotions from the village school to higher positions have exercised a salutary influence in increasing regularity of attendance and longer school life.

Parental sacrifice for education not necessarily confined to higher classes of society.

Prudential motives for self-sacrifice wanting among the poor.

A possible remedy for parental apathy in the poor.

The conditions of a good primary school.

In many of the annual grant schools the condition is good, and in these the failures are few; but this is not the case in all. To secure really good instruction in an elementary school, firm and judicious supervision, an adequate staff, with skill and diligence in the master or mistress should combine, where one or other of these fail, loss necessarily follows.

The confinement of management to one person inexpedient.

The plan of confining the management to one person has a tendency to reduce efficiency. If the manager should be, as sometimes happens, indifferent or careless in the matter, this function naturally falls into abeyance, and the teacher, perhaps young and inexperienced, is left without direction, advice or sympathy. If he be earnest, the management then is a kind of imperialism, in which the interest centres in one person, who has to supply funds, and, if necessary, to pay deficits. Men will not support an institution in the management of which they have no share, nor take enduring interest in a cause in which they have no feeling of responsibility. In many parts of my district the laity, especially those in the middle ranks of society, are not only utterly indifferent, but ignorant of the condition and nature of the schools which exist in the very midst of them. Hence, when the manager is poor, or indisposed to a liberal policy, the coat has to be cut to the cloth, and everything reduced to the minimum scale of expenditure, and in many instances, as long as the capitation grants can be secured, there is no attempt to carry instruction further. In some cases, even, the attempts to secure the capitation grants are confined to the barest and baldest methods of instruction; so much so, that if a child can repeat in a monotonous drawl the words of a reading lesson, and if he possess the power of merely writing letters of divers sizes and sundry shapes, of repeating the multiplication table by "times," "twice one's two, twice two's four," without being able to answer questions at hazard, or can say the Catechism by rote without understanding its meaning, he is supposed to discharge the bond and satisfy the requirements of the Code; many persons arguing that in prescribing by the Revised Code the point below which grants are not to be made, your Lordships have determined the point beyond which instruction need not go.

Progress of children subservient to securing capitation grants.

Pecuniary interest of teachers sometimes opposed to progress of children.

The pecuniary interests of the teachers are often, as when they receive capitation grants in part salary, opposed to the intellectual progress of the children; *i.e.*, a teacher is often tempted to keep a standard down at the lowest level of "pass" rather than incur any risks of losing capitation grants by introducing it to subjects beyond the "schedule." Hence, since the Revised Code has come into operation higher subjects in many schools are discontinued (the Minute of

February 1867 is not sufficient to correct this), the religious knowledge has fallen off, and the general intelligence of the upper classes is diminished. An inspector may "recommend deductions," that most delicate and difficult part of his duty, entailing pain and anxiety, with much unpopularity, but in many cases this is not sufficient. Efficient management alone will meet the case, and my experience is that sole management is not the most efficient.

Importance of superintendence.

Another cause of failure is the unskilfulness as well as the comparative youth and inexperience of the teachers. The latter cannot, of course, be altered; but the former can. Much of it, I suspect, arises from the imperfect way in which the pupil-teachers are exercised in class management and teaching in their respective schools, and from the want of proper means in some of the normal schools for practice. In this district, *e.g.*, the students at Culham have to learn the practical parts of their profession in a school where the numbers in attendance will not admit of anything like extensive or continuous exercise. I have sometimes thought that a second day might profitably be spent by the inspector in some of the large schools in his district where pupil-teachers are employed in ascertaining the general administration and the way in which the pupil-teachers manage and teach their classes. It is impossible to do this satisfactorily on the same day in which he conducts the individual examination of the children. I have also thought that instead of the lessons given to a class at the normal schools in the presence of the inspector, it might be well for each of the students to take the management and teaching of a class in the practising school in the presence of the inspector, for at all events a sufficient time to exhibit his skill in drill and in the methods of teaching, not one but all the ordinary subjects of an elementary school, *e.g.*, reading, dictation, and arithmetic, slate and mental.

Youth and inexperience of teachers causes of failure.

Pupil-teachers imperfectly exercised in teaching and managing classes.

Importance of "practising" schools in training teachers.

Suggestions for improving skill of pupil-teachers.

and of students in Normal schools.

The want of sufficient agency is another cause of failure. In many schools where the funds are low, the master or mistress has to teach six standards of children without assistance. The effect of this, under ordinary circumstances, is inevitable.

Deficient agency a cause of failure.

Some of the very small schools fail from want of numbers in scholars, as well as of funds. The question of grouping small parishes with one efficient central school has not received the attention it deserves. The present plan of confining school management to the clergy of the respective parishes interferes here. Each one feels that he would be guilty of disloyalty to the parochial system if he consented, however indirectly, to place his children in a school out of his own cure.

Combination of small schools desirable: obstacles to it.

Schools under simple inspection generally inefficient.

In the five schools examined under "simple inspection" there were present 184 boys and 142 girls = 326. Of these 95 passed in reading, *i.e.* ·291 or 29 per cent.; 62 in writing, *i.e.*, ·190 or 19 per cent.; and 23 in arithmetic, *i.e.*, ·070 or 7 per cent. The condition of these schools is, as will be seen, very much below in attainments that of the annual grant schools. The former passing in reading only two-fifths of those passed in the latter; in writing one-fourth, and in arithmetic one-tenth. There is a correspondent loss in discipline, and this, although the cost per child is higher. In the annual grant schools it is 1*l.* 7*s.* 6¾*d.* per child, while in the simple inspection schools it is 1*l.* 8*s.* 1¼*d.*

Inspection of them in great measure useless.

My experience of many years is that "simple inspection" is in most cases wasted. In many instances the managers dislike, in others neglect to fill up the forms. The classification is so imperfect that it is impossible to examine with strict accuracy or comfort. The teachers are so ignorant and unskilful that recommendations are thrown away, and the managers, if suggestions are offered, receive them with either dislike or a good-humoured smile, saying, "Your advice may "be all very good, but we have no means to carry it out."

All that can be said for these schools is that they are probably superior in accommodation to those that have received no building grant, and at all events better than none. But they do not educate the children as they ought to do, and many efficient teachers tell me that they prefer to have a child of eight years old who has learnt nothing but the alphabet and to form letters at home to one of the same age who has been misinstructed in a bad school. My own experience in great measure bears this out.

They do not properly educate.

Night schools.

I have not been able to inspect any night schools, but have revised and marked the papers of 595 scholars, fulfilling Articles 40–47. Of these 557 were males and 38 females; total 595. 527 were passed in reading by the local examiners, 378 were passed by Her Majesty's inspector in writing and dictation, and 392 in arithmetic; that is, the local examiners passed in reading at the rate of ·885 or 88½ per cent., while Her Majesty's inspector passed in writing and dictation at the rate ·635 or 63½ per cent., and in arithmetic at the rate of ·658 or nearly 66 per cent.

From which it appears that Her Majesty's inspector did not pass in writing and spelling and arithmetic three-fourths of those passed in reading by the local examiners. I do not quote these figures with the slightest idea of casting any imputation of improper proceedings upon the local examiners. They are generally selected by the managers for their superior abilities in educational matters, and their interest in

elementary schools, but to prove what I have long known, that the standard of efficiency in the minds of local managers is much lower than that recognized by the Committee of Council.

Standard of efficiency of local examiners different from that of Committee of Council.

The following sets of sums taken at hazard from those I carry in my official pocket book for daily use, will show the standard of efficiency I observe in arithmetic. I pass every child in each standard who works correctly one of the three sums. It is difficult to give a specimen of dictation exercise, but as the per-centages of passes in reading and writing exceed considerably those in arithmetic, if the latter are not too severe, it may be assumed *à fortiori* that the former are not:—

Standard of efficiency shown by examples.

STANDARD II.

409 + 76 + 517 + 68 + 907 =
403 − 76 =
811 − 65 =

STANDARD III.

9087 × 25 =
3015 ÷ 8 =
5011 ÷ 9 =

STANDARD IV.

£	s.	d.	
708	17	6¾	× 28 =
537	15	8	÷ 9 =
630	14	7	÷ 8 =

STANDARD V.

14 lbs. 7 ozs. 16 dwts. 14 grs. × 37 =
58 tons 13 cwt. 8 lbs. ÷ 9 =
17 bush. 3 gall. 2 qts. ÷ 8 =

STANDARD VI.

209 articles at 4*s.* 8½*d.* each =
26 cwt. 1 qr. 10 lbs. at 3*l.* 11*s.* 2*d.* per cwt. =
37 a. 1 r. 28 p. at 2*l.* 2*s.* per acre =

Income of schools.

The aggregate income of the 123 annual grant schools inspected is—

	£	s.	d.
From endowment	887	4	4
„ voluntary contributions	5,677	12	9
„ school pence	3,658	16	9
„ other sources	428	6	2
	£7,652	0	0

Endowments.

Of these sources, the endowments, although relieving the managers of a certain amount of difficulty in providing funds, do not tend much in my opinion to increase the efficiency of schools in places where annual grants are paid. Under

ordinary circumstances every parish possesses within itself the elements of school support, and when a promoter will incur the labour and anxiety of collecting funds there is no need of drawing upon the capital of a former generation.

In some cases I have found an endowment acting prejudicially by removing that stimulus to exertion in the teacher which the earning of the annual grants secures. In one case the condition of a school deteriorated some 50 per cent. after the master had discovered that he had no interest in the annual grant in consequence of the endowment by Art. 93 of the Revised Code.

In some places, where the endowments cover the whole expense, they are I doubt not very mischievous, enabling as they do indifferent trustees or incompetent teachers to defy the demands of public opinion or the claims of the children, and to stereotype the education of the place at or below the point of efficiency which prevailed when the endowment was first given.

Voluntary contributions.

In regard to voluntary contributions, in many places these might be considerably increased if the constitution of managing committees could be so altered as to enlist more the sympathies of the laity.

Where the clergy have thrown the general management upon the parish, making all to feel themselves responsible for the well-being and support of the school, there contributions from sources hitherto unsuspected have fallen into the exchequer.

School payments.

The prevalent notions among the poor in regard to school payments are extremely unsatisfactory. In some places they see the different religious bodies erecting and supporting schools on principles rather of religious sectarianism and propagandism than of intellectual enlightenment. Where rival schools exist they find these different institutions competing for their children. In other places where one school alone exists they are obliged to accept, principally as a boon from the clergyman of the parish, the instruction of their children, regarding the penny or twopence per week paid by them more as an arbitrarily fixed fine than as a fair contribution towards the necessary expenses of the school. They know nothing of the quality of instruction given, or of the cost at which it is effected; and hence, naturally enough, satisfy themselves with paying the lowest possible fee, and resist with considerable opposition any attempt at an advance of payment. This eleemosynary system may, perhaps, be necessary in districts where the price of labour is low, but it eliminates from the poor a great deal of that self-respect and exercise of self-denial and sense of responsibility in the

education of their children which it is most important to cultivate. In many places the penny per week might be raised to twopence; in some, perhaps, to threepence, with the option of monthly or quarterly prepayments, subject to a per-centage deduction. Every child might be obliged to provide itself with a satchel, and books and apparatus be either purchased or rented by him.

Calculations on the state of efficient education in the district and elsewhere.

The condition of my district in respect of education in "aided schools" generally, I can but guess at, as my work is confined to one particular class of schools; but the following statistics, which bear upon the subject, are interesting.

Mr. Fraser, in one of his letters to the "Times" on the education of the people, calculates that out of 2,700,000 children of all ages in the public and private week-day schools of this country 900,000 are in schools aided by the State, *i.e.*, one-third, or rather more than 33 per cent. I have already shown that there ought to be in my district 27,724 children at school at the same time, and that on the days of inspection 10,907 were present, or 39 per cent. of that number, or 6 per cent. more than Mr. Fraser allows for attendance at all aided schools, Dissenting as well as Church. This excess may be either from increase of population or local circumstances.

But of the 10,907 present at my inspection 2,552, or 25 per cent., were dismissed by the teachers before examination as being unfit for it, leaving for examination 8,335, of whom 2,184 were infants. Now if we subject Mr. Fraser's figures to the same manipulation we must assume that of the 900,000 children in aided schools 225,000, or 25 per cent., are ineligible for examination; that of the remaining 675,000 one third, or 225,000, are infants; one fourth only, or some 168,000, are over ten years of age; and of the 450,000 above the age of infants supposed to be eligible for individual examination by Her Majesty's inspectors 30 per cent. will fail in reading, 30 per cent. in dictation, and 35 per cent. in arithmetic; and of those that "pass" a great number, in some places the greater number, will be in classes below those in which they ought to be by one or two years.

This calculation illustrates the statement of Mr. Bruce in his address on national education at Manchester, where he he said, "If to the number wholly without schooling were "added those so imperfectly taught as to be unable to retain "the little they have learnt, I fear that at least 50 per "cent. of our population would be returned as practically "uneducated."

The late Mr. Harry Chester, to whom elementary education owes much, in a printed paper on this subject says,

"The present condition of education in Great Britain may "be thus stated: one half of the children of the working "classes between 3 and 13 years of age are under no "scholastic education at all; and of the other half it cannot "be truly said that under our present system they will ever "be half educated."

It is very important to bear these figures in mind when considering the educational condition of the country, *e.g.*, in the statistics collected by the Educational Commissioners in 1858 it is stated that 1 in 8·3 was under instruction in the county of Oxford. In the return made to the House of Commons in 1868 it is stated that in Oxford 6·3 are in average attendance in all schools, while that in day schools receiving annual grants the average attendance is 8,513, *i.e.*, 4·9 of the population.

In Berks, again, in the same paper it is stated that the average number in all schools is 6·08, while that in day schools receiving annual grants the average attendance is 9,898, *i.e.*, 4·8 of the population.

In the statistics of the Manchester and Salford Education Aid Society, it is stated, that of 104,000 children between the ages of 3 and 12, the number on the books of all the day schools of every class was 55,000, leaving 49,000 to be accounted for. And in Birmingham according to the statements of the Principal of the Saltley Normal School "out of 40,104 children between the ages of 5 and 10 there "were 18,518 scholars, *i.e.*, 46·17 per cent., or less than "one-half, and between the ages of 10 and 15, out of 34,495 "children, there were 9,926 scholars, *i.e.*, 28·78 per cent., or "considerably less than one-third under school instruction."

In none of these have we any statements as to the kind of instruction received.

The statistics of jails, penitentiaries, reformatories, and poor houses, all prove how deeply interested every one is in providing some remedy for our existing deficiencies.

Ignorance and crime connected.

In the statistics of ignorance and crime, quoted by the Times in an article some months since, it is proved:—

"That in these groups of counties in which the proportion of persons who signed the marriage register with marks exceeded the average, there was also an excess of crime, while in those groups where the proportion who signed the register with marks was low, the amount of crime was below the average. A low state of instruction is always accompanied with an increased criminal tendency, while a higher degree of instruction is coincident with the opposite result, so that if ignorance is not the parent of crime, it may at least be said to be its constant companion."

To 100 male criminals committed to prison last year, in the counties into which my district extends, the proportional

number with little or no instruction was; Berks 98·52; Oxon, 96·71; England and Wales, 95·25.

Impressions in the minds of some persons that deficiencies may be reduced by sending H.M. Inspectors to neglected parishes.

There is an impression in the minds of some influential persons in my district, that a stimulus might be given if H. M. inspectors were sent to neglected parishes as missionaries in the cause of education, to popularize the proceedings of the Committee of Council pointing out at the same time the advantages of improved and efficient schools. My experience does not encourage such expectations. We have, I think, enlisted all the persons who are sufficiently interested in the work, to undertake the self-sacrifice and self-denial, which it requires. The future progress of our present plan depends more upon the influx of fresh blood into the parishes, than by any stirring up of the old blood already therein.

Objections to this.

And by taking away the necessity of certificate.

There are again still some who wish to get rid of the necessity of the certificate, in the notion that, by reiterated inspections, the inefficient teachers would become efficient.

Objections to this.

Whatever may be done, I sincerely hope the certificate may be preserved; even with it, the difficulty of maintaining a proper standard of efficiency is very great, without it, it would be impossible. The certificate represents an amount of knowledge and of professional skill in its possessor which enables an inspector at the time of inspection, to take up his position upon a known quantity, and from that to determine upon the quality of the subjects into which he has to investigate; without it, he would be liable to constant hesitation and mistakes, would have to spend on the day of inspection, a considerable portion of that time in ascertaining the mental attainments of the teacher, which ought to be spent in investigating the school keeping, methods of teaching, and general intelligence of the children, and moreover, would be inundated with applications from utterly inefficient schools, whose managers would apply year by year for grants, on the principle that half a loaf is better than no bread, and who, in default of grants, would be willing to make use of an inspector, as an organizing master, whose visits might perhaps make things bad a little better. There is nothing in my opinion which proves more strongly the low state of public opinion in England in regard to elementary education, than the frequent arguments used to prove that a lower standard of attainments for teachers than that required for the certificate would suffice for our primary schools.

Attempts to get rid of necessity of certificate evidence of low state of public opinion on elementary education.

Conclusions drawn from working of a German village school.

In an article in one of our popular periodicals, some months since the writer concludes his very interesting remarks on a German village school, thus:—

"The conclusion I draw from these German village schools is, that they educate, train, pay, and provide a much larger number of much higher class men to teach village schools than we do. We give a high class man to a large school in a large town, and a low class man we think good enough for a small school in a small village to poor people. There it is not so. The pay and the qualifications of the village schoolmaster are as high as those of any larger or richer establishment. The truth is recognized that it is neither the ability to pay for education, the intelligence of the parents, nor the wealth of the place that gives a right to bad or good teaching. It is agreed to be the business of the community, of the State, and the government that the rising generation shall be trained in the best way for the duties of good citizens, and to make good husbands, and good wives, and good workmen; and that the common good of all can be best promoted by rendering each the best capable of performing the duties of our common life."

If sentiments like these could be instilled into the mind of this country, we should hear no more arguments in favour of untrained and unskilful teachers.

Restless state of certificated teachers deserves consideration.

The restless state of certificated masters generally, and the want of some provision by themselves for sickness and old age, are matters deserving the serious consideration of the Government.

Reasons for their restlessness.

The causes which appear principally to make our masters dissatisfied with their position are—

1. The disadvantages they often have to struggle under, from that deficiency of school funds of which I have spoken, whence follow imperfect agency, an unsatisfactory standard of attainments in the school, and a bad report from Her Majesty's inspector.

2. From the irregular attendance of the children, and the constant influx of ignorant or misinstructed children, who damage his classes, increase his anxieties and labour, and bring discredit upon his work.

3. From the absence of any probable advance in his profession.

If the first two difficulties could be removed or modified, and masterships of secondary schools come within his horizon, we may venture to hope that much of the present uneasiness and dissatisfaction which induces so many to leave the profession, and others to wish to leave it, would be removed.

Miss Burdett Coutts' Minute, failure of.

The experiment of grouping schools according to the plan so generously proposed by Miss Burdett Coutts, must, I fear, so far as the two trials in this district are concerned, be pronounced almost, if not entirely, a failure. One, Westwell, has dropped through altogether. The other, Ipsden, has been kept alive entirely through the active assistance of Mr. Reade, of Ipsden House; but it thrives but feebly, and the money spent upon the energetic itinerant and very valuable master, Mr. Maytum, would be better used in assisting to

provide certificated teachers for the schools in the group than in attempting to supplement the deficiencies of at least some very inefficient mistresses.

Suggestions for improvements in existing schools in receipt of annual grants.

Among other suggestions for improvements I would mention the following:—

Reading books.

Some more definite rule in regard to *reading*. The books in use vary so much that in some schools children in Standard III. are presented in a book equivalent in difficulty with the book in perhaps a contiguous school used by Standard II. The first Irish book which is in constant use for Standard I. contains lessons which appropriately belong to the upper children in an infant school from 4 to 6 years of age. In some of the books used in the higher standards the subjects are utterly unfitted for the use of village schools. These books present themselves to country managers and young teachers as being in accordance with the regulations of the "Revised Code," and are treated accordingly with that amount of respect to which such a pretension is entitled.

School hours.

Hours.—Our schools as a rule meet at 9 a.m. close at 12, re-assemble at 2, close at 4, 4½, or 5. The early morning, which is the best part of the day for mental work, is lost. Many of the teachers contract a habit of late rising. The interval between 12 and 2 is in great measure wasted, and teachers and children come to the afternoon school in a dull heavy mood, in which little real vigorous work is done. In Norway and Sweden the primary schools open, as a rule, at 8 a.m., and in the former, where there is a deficiency of school accommodation, close for that set of scholars at 11, opening again for another set at 12, carrying on a regular half-time system. This, perhaps, would be too great an innovation for us. But to open at 8, and close at 12 or 12½, or opening at 8, and closing at 1, allowing half-an-hour during the sitting for refreshment, might, I think, be tried in many places with success. The chief difficulty that occurs to me would be with those children for whom the parents could find no afternoon employment. Many would be glad of their labour, and in some cases farmers and others would no doubt find employment for them; and for those left in charge of the school teacher, some so-called "industrial" or other employment might be found.

Special arrangements would have to be made for needle-work.

Holiday.

Holidays.—These are usually in the country four weeks at harvest, two weeks at Christmas, and one week at Easter.

The difficulty of securing attendance in the agricultural districts in summer is much greater than in winter. Every break into the work induces a certain amount of loss over

and above that of the time prescribed for holidays, so that one may fairly set down the loss of school work at two months at the least per annum. These two months, or even more, I should like to see consolidated into one period.

Drill.

Drill.—I have sometimes thought that the War Office might profitably assist in the promotion of this object by means of pensioned serjeants. A few months would suffice in the first instance to instruct a school properly. Efficiency then might be kept up by the master, occasionally tested by the serjeant or some other competent person. Drill is very much neglected.

Home lessons.

Home Lessons.—These as a rule are not sufficiently encouraged. In many schools all the work is done in school. No preparation of lessons or written exercises. A good system of home lessons would considerably increase the progress of the children.

Heating and ventilation.

The subjects of heating and ventilation do not receive that attention from managers to which, from their importance to teachers and the children, they are entitled. I have taken great pains myself in the matter, have made repeated complaints, and attempted everything short of absolute compulsion to effect improvements, but all to little purpose.

In some schools, from being straight and malformed, the chimneys smoke. In others the fire-places are so small or ill arranged as to give out very insufficient heat; the children in one place scorched, in another "starved." Here a stove fed with air from the school atmosphere, and boiling and baking over and over again the carbonic acid gas that has come from the lungs of the teachers and children. In another the fresh air admitted raw and cold through windows or apertures in the roof or side walls,—all very well in summer, but in winter with the thermometer below zero utterly useless. I have no wish to underrate the difficulties of the question, but what is done in private houses may be done in public rooms, and in such a case as this the health and comfort of teachers and children who are in these rooms from five to six hours daily ought to be recognized and more properly provided for. The following extracts from answers given by students in the different normal schools on this subject, taken from a large number, will give some notion of the extent to which this evil prevails:—

"The manner in which our school was heated was very imperfect, and the ventilation was equally deficient.

"One wing was heated by means of an open air fire-place, with rather a wide chimney, and when the wind was in a certain direction the smoke proved very annoying.

"The class immediately opposite the fire suffered a great deal from the heat, it being necessary to keep up a considerable fire in order to heat the room efficiently."

"The way our school-room was heated was by means of open fire-places. The only thing to be said in favour of this method is its cheerful appearance.

"The ventilation consisted of three or four small ventilators in the roof and single panes of glass which opened in each window. Currents of cold air rushed through these small apertures, and colds and stiff necks were the result."

"Our school was heated by hot-water pipes which were placed round the room. They gave great trouble, especially in the winter, when the water in them became frozen."

"The school in which I was apprenticed was heated by common fire-places. By this means a great deal of fuel was wasted and no considerable heat given. In fact, if you wanted to get warm you must go and stand by the fire.

"The ventilation was also very faulty. Gratings were placed round the tops of the walls, but the valves inside were so badly constructed that it was impossible to open them. There were also gratings in the floor, but even with these we were obliged to have five windows open."

"Our school was heated by open fire-places, one at each end. The room being of great length and the door in the middle, made the centre of the school very cold."

"For ventilation the top of the walls are pierced to allow the hot air to escape, and there are holes near the bottom to admit fresh air. These are covered with perforated zinc. This contrivance does very well when no gas is burning, but when it is lit the air of the room gets oppressive, there being no separate apparatus for allowing the increased amount of carbonic acid gas to escape."

"Our means of ventilation was by windows on three sides, and a door for letting pure air in, and ventilators near the tops of the wall for letting the bad air out. The ventilators are not sufficient for letting the bad air out."

"The modes of heating our school were by means of fires and gas. The fires do not throw out a sufficient quantity of heat, and therefore are not very effective. When the gas has been lit for some time it throws off a disagreeable smell, which, together with the breathing of 150 boys, is extremely unpleasant as well as unhealthy.

"The ventilation is by means of windows, doors, and ventilators let in the roof."

"Our school was heated by open fires. They did not seem to answer very well, because a great part of the heat went up the chimney, and a person standing about 12 feet from the fire could feel little heat, while if he had gone within three feet he would have been scorched. It took a very long time indeed to heat the room; in fact, although there were two large fires, the school was never properly heated.

"The method of ventilation was that of open windows for letting out warm, and of holes in the floor to let in cold air. These holes, which were covered with a grating and were distributed over the room, communicated with holes in the wall outside. They did let in fresh air, but then you were made conscious of that fact rather disagreeably if you happened to be standing near them. It constantly happened that these gratings got full of dirt during the sweepings of the school, and were made inefficient by that means."

"The school from which I came is heated in three ways.

"First, by a coal fire, which is objectionable because 70 per cent. of the heat goes up the chimney.

"Secondly, by a gas stove. This is of scarcely any use at all, for nearly all the heat goes up the chimney.

"Thirdly, by gas burners. This method is equally objectionable, because it consumes the pure air in the school and fills it with vitiated air."

"The school was heated by two fires, one at each end of the room, and the ventilation was carried on by open windows, which opened in the lower part of the window, just about the height of the teacher's head. The windows, too, are all on one side of the school, with the exception of one large one at the west end of the room.

"On the whole I consider both the principles of heating and ventilation very inefficient. In the first place the fires burn a great deal of fuel without giving out much heat, the greater part of the heat going up the chimney. The chimneys are so built, too, that whenever there is a north-west wind the room is filled with smoke.

"In the next place, the windows being so low down we can only have them open in the summer, and so in the winter there is not the least chance of the foul air escaping, except by sending the children out into the playground for about ten minutes, both morning and afternoon, and then opening all the windows and doors. The windows being all on one side there is not a good current of air right through, and so the foul air is longer escaping than it would be were there windows on both sides of the room."

"The ventilation of our school is not efficient in my opinion, as the only means of ingress and egress of respectively cold and warm air is by the windows, these are made to swing so that the whole space in the wall occupied by the window is thrown open, and the class under it is inconvenienced by a cold chill."

"The plan of heating the school was wretched in the extreme, for although we had two fire-places in the room we were compelled to use a stove from the piping of which we received a heat that was very prejudicial to the health, besides that, the piping was constantly getting clogged up with soot, consequently the room would be filled at times with a sulphurous cloud of smoke. To get rid of this we have been compelled to throw open all the windows even on very cold winter days. The ventilation of the school has one great fault. We could not properly regulate the admission of cold air, we either had to admit it in gusts, or else keep all the windows closed and thus admit very little."

"There was a large ventilator in the roof, and there were other small ones each side of the school near the bottom of the walls. During

winter they had to be kept shut as there was always a draught of cold air coming up through them when they were open."

"The mode of ventilating is this, two windows are situated at one extremity of the school, and two at the opposite side. These are left open during the night, but during the school hours they are completely closed."

"The only provision made for ventilation was occasionally opening the doors or windows, or in very close weather putting on an extra fire to cause a draught. It is very questionable if opening the windows for ventilation does not cause evils of a worse kind than those which it is intended to remedy."

Your Lordships published in the appendix to my report in 1858–9, a simple plan of heating and ventilation which when the chimneys are properly constructed, if properly carried out and attended to, I have never found to fail. A divided shaft in the roof with flaps, which may be introduced at little expense, increases still further the efficiency of ventilation in hot weather, a ventilating dome is in some circumstances effective. Skylights answer for summer. Even perforated zinc over the apertures would mitigate existing evils.

Music.—This is but very imperfectly taught in our schools. Music.
Mr. Cobb, the manager of the Kidmore End school, has for some time taken great pains with the subject, with a correspondent success, and proposes at the next inspection to present for examination in music, a sufficient number of children to entitle him to the grant under the Minute of February 1867. But this is a solitary instance of such an intention. When the salutary influence of music upon man's physical, mental, and moral nature is considered, and the sensual degraded character of some of our national recreations for the poor, is remembered, one cannot but regret that this charming, cheap, and ennobling science and art is so little taught and practised in our national schools.

I have the honour to be, &c.

H. W. Bellairs.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. J. RICE BYRNE, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* GLOUCESTER.

MY LORDS,

Extent of the district.

THE district, in which it is my duty to inspect schools connected with the Church of England, comprises nearly the whole of the county of Gloucester, with so much of the county of Wilts as lies within the census district of Cirencester. Since I was transferred to Gloucestershire nearly six years ago, the census divisions of Newent, Westbury-on-Severn, Stow-on-the-Wold, and Tewkesbury, with schools in the neighbourhood of Bristol adjudged to belong more appropriately to Bath, have been detached from my district and placed under the care of other of Her Majesty's Inspectors. In exchange I have received the few schools in Wilts above alluded to, together with others in Bristol; the object of the whole re-arrangement being to restrict my district within the limits of certain of the census divisions of the Registrar-General.

Statistical summary of the year's work.

During the year ended the 30th of September 1868 I have inspected 174 schools or separate institutions containing 282 departments.

Of these schools 142, containing 202 departments (39 for boys, 34 for girls, and 94 mixed), are day schools in the receipt of annual grants. In them there were present at examination 9,764 boys and 9,280 girls, total 19,044. The average attendance of boys was 8,079, of girls 7,637, total 15,446. There were 198 certificated teachers, 159 pupil-teachers, and eight assistants.

Results of examination.

The results of the examinations of the annual grant day schools were as follows: Presented, boys 5,206, girls 3,379, infants 702, total 9,287. Passed in reading 8,594, in writing 8,299, in arithmetic 7,099.

The grant, allowing for infants and deductions, amounted to 6,601*l.* 4*s.* 11*d.*

Annual grant day schools.

Reserving for after consideration the evening schools and such day schools as were visited not with a view to annual grants, I proceed to comment on the condition of those which are under the care of certificated teachers.

Their condition, in what respects satisfactory.

On a general view of the whole I am happy to be able to report favourably of their continued progress in regard to attainments, discipline, and attendance.

1. Bristol and Clifton. Annual grant schools progressing favourably.

To commence with the most considerable of the large towns, which fall under my supervision, Bristol with its suburb Clifton. I observe a slight increase in the number

of schools, with an improvement in the attendance as regards numbers and regularity, and a decided balance on the side of progress in their general condition. In evidence of this I desire leave to point to a fact, which I am always accustomed to regard as a favourable symptom, the increase in the number of schools which deserve to be classed as superior.

In my last General Report I ventured to single out five departments as worthy of especial commendation. In the present I mention 13 as follows:—

Benevolent Society of St. James and St. Paul (boys).
St. Clement's (infants).
St. John Baptist (girls).
Hannah More (girls and infants).
St. Michaels's (boys).
St. Pauls' (boys).
St. Peters' (boys and girls).
Redcliffe (girls and infants).
Clifton National (boys and girls).

Their number inadequate to the population.

On the other hand I cannot but draw attention to the fact that in the 36 parishes (or thereabouts) of Bristol and Clifton, with a population estimated at about 170,000, there are but 24 Church of England schools, or 38 departments, under duly qualified teachers, receiving grants annually from Government, and of these only two departments have been added within the last two years. Assuming that the annual grant schools in connexion with other religious bodies, and with the Poor Law Board, together with those that come under the inspector of reformatories, are in Bristol in the same proportion as elsewhere to those connected with the Church of England, I am constrained to conclude that a large residue of children are either imperfectly educated or not educated at all, and that this residue is annually increasing. In the absence of accurate statistics, showing the number of children receiving scanty instruction or none at all, I think that this fact deserves to be quoted in justice to those who insist that there is still much to be done, at any rate, in our large towns, and that the matter is one of immediate and growing importance.

2. Gloucester, unsatisfactory condition of the annual grant schools.

Of the schools in Gloucester I regret to have to report in terms less favourable than could be desired.

The St. James's schools (girls and infants) deserve honourable mention. The National school (boys), which has hitherto maintained a good position, is crippled for want of an adequate staff of teachers. The rest are either in indifferent condition, or barely up to the average. Nor can I admit that eight annual grant schools or 11 departments, with an attendance at inspection of some 1,300 children, is a sufficiency of good elementary instruction worthy the position

of the Church of England in a cathedral city, or commensurate with the needs of a population of some 28,000 souls. In a town of the dimensions of Gloucester it would seem scarcely possible to supply the educational wants of the whole labouring population unless the place be treated as a whole, the school system organized upon one principle, with the full co-operation of the school managers, lay and clerical, of all the parishes. So far as this end fails of its accomplishment so far will the supply of proper schools and the attendance of the children fall short of the necessities of the poor and the just demands of public opinion. Parochialism is a rock on which the Church of England should fear to run the risk of making shipwreck in her recently assumed character of instructor of the poor. If each parish be ambitious not to subserve the general interest, but to possess a school, however inefficient, of its own, the result will be such as we see in Gloucester, where in one parish there is a large school for boys languishing for lack of funds, and incomplete in its character in the absence of departments for girls and infants. In another, two departments (for girls and infants), neither of them thriving, are assembled in one room, divided by a wooden partition. In one parish alone (St. James's) is there a complete school of three departments. In the rest either there are only single departments or the sexes are intermixed, a plan not to be justified by necessity in a town parish where each sex is in sufficient force to require a school to itself, and scarcely to be recommended where scholars are to be found, as they are in towns, of an age comparatively more advanced than in the rural districts.

Want of educational organization in Gloucester.

Parochialism an evil.

Of the three large towns which fall under my supervision (Bristol, Gloucester, and Cheltenham) I regard Cheltenham with the greatest satisfaction, as approaching most nearly to the ideal of a town fully furnished with means of education for the labouring classes of a proper quality.

3. Cheltenham annual grant schools flourishing.

1. In a population of under 40,000 souls there are eight Church of England schools, containing 24 departments, in the receipt of annual grants, with an aggregate attendance of nearly 3,000 scholars on the day of inspection.

2. Each school has its full complement of three departments.

3. Out of the 24 departments I select no less than 17 as worthy to rank high in the scale of elementary schools—

Bath Road, St. Luke's (boys, girls, and infants).
Christ Church (boys and infants).
St. James's (infants).
St. John's (boys and girls).
Parish church (boys, girls, and infants).
Practising (girls).
Trinity (boys, girls, and infants).
Leckhampton, St. Philip's (boys and girls).

I beg to be allowed to single out one of them, both on account of its pre-eminence and as a specimen of what an elementary school should be and is under an able teacher, superintended by a wise and faithful clergyman.

Cheltenham parish church boys' school has an average attendance of 214 scholars under a certificated master, and five pupil-teachers. On the day of inspection there were present 230 scholars, of whom 171 were presented for examination. Of these only two failed in reading, one in writing, eight in arithmetic; in other words, in only 11 cases out of 513, or about two per cent., did the scholars fail to earn the grant on examination. But the mere fact of a paucity of failures does not suffice to show the status of a school as regards elementary attainments. Of those who succeeded a large number passed with unusual distinction, and 60 out of 171, or more than one-third, were presented not lower than the fourth standard, which is equivalent to saying that the least advanced of the 60 were on a level with the first class of an ordinary annual grant school. If I add to this that 43 of the elder scholars passed a written examination in geography; that systematic instruction is given in grammar, in history, and in music; that no less than 154 boys were examined in drawing under the Department of Science and Art, of whom 27 obtained prizes, 51 certificates, and 56 were reported as "satisfactorily taught;" that the religious teaching is exactly what it should be, the discipline admirable, the attendance marvellously regular,—I complete a picture of a school under a certificated teacher which deserves not to be forgotten whenever it is contended that the system of national education administered by your Lordships has done and can do little or nothing, and that the wisest plan will be not to extend, but to destroy it and begin over again.

Cheltenham parish church boys' school the model of an annual grant school.

Of the schools in smaller towns, Tetbury endowed (boys and girls) maintains a high position; Cirencester endowed (boys) is doing well, and the girls' school is steadily recovering the character it had lost through a variety of untoward circumstances; Winchcombe (mixed) has entered on a career of increased usefulness since its resolution into two departments (girls and infants), and the erection of handsome new school buildings; Fairford endowed, after an interval of decadence consequent on, if not occasioned by, the introduction of the Revised Code is giving signs of resuscitation.

4. Smaller towns.

Among the surburban and purely rural schools I would mention with approval—

5. Suburban and rural schools.

Almondsbury.	Painswick.
North Cerney.	St. George's.
Eastleach.	Shipton Moyne.
Oakridge.	Yate.
Olbury-on-Severn.	

All of them admit scholars of both sexes, except Painswick and St. George's, which are boys' schools.

Small increase in the number of annual grant schools.

I have to regret the small addition made to the number of schools under certificated teachers within the last two years. I reckon an increase of eight entirely new schools beside a few departments in schools already assisted by your Lordships. Indications are not wanting of the near approach of a limit to the multiplication of schools under certificated teachers. As regards those in connexion with the Church of England, it depends almost exclusively upon the clergyman, whether or not the parish shall possess a school under a trained teacher in the receipt of an annual grant, and speaking for my own district, I think I may assert with confidence that in every parish of a size sufficient to muster 40 children, there the school teacher is or is about to be certificated, certain parishes excepted in which the incumbent is either unwilling or indifferent, or for various reasons unable to furnish the proportionate amount required of the locality towards erecting school-buildings and engaging a teacher. So far as willing clergymen are concerned, I may say summarily and in colloquial English—I have come to the end of them. Beyond the circle of those actually upon the list of managers of assisted schools, I recognize only unwillingness or various degrees and kinds of inability. The question arises, preliminary to any consideration of the *kind* of the remedy, is it or is it not a time for the application of any remedy at all? Of the two courses possible, which should be the better one, to stand by looking on in passive expectation until this opposing stream of prejudice and poverty has of itself dried up and ceased to flow, or to build a bridge, of gold if need be, by which at once to cross the intervening obstacle, if it be true that the arch-enemy ignorance is pressing closely on our rear, and other divisions of the great army of civilization are already in advance of us?

Irregularity of attendance and early age of leaving school.

On irregularity of attendance and the early age at which children leave school, I have little to add to what has already repeatedly been brought to your Lordships' notice by my colleagues and by myself.

The attendance continues to be irregular. The children still leave school at an age far earlier than is good for themselves or for the community.

Irregularity counteracted by—

But the following facts, which have come under my own personal observation, afford at any rate some ground for consolation.

1. Revised Code.

1. The attendance generally in my district (and I presume in others) shows a tendency to become regular under the

fostering influence of those provisions of the Revised Code, to which I alluded in my last report, as in their general effect offering a premium for regularity.

2. The attendance in a particular school invariably improves *pari passu*, with the improvement in the quality of the instruction. 2. Improved teaching.

3. Although there is no one infallible recipe for insuring regularity, attendance may be "nursed" by a variety of expedients such as better teaching and discipline, domiciliary visits to the parents on the part of teachers and managers, rewards, absence-cards, and above all by treating absence as a crime, and the absentee as guilty and a truant until he has proved himself innocent. 3. Various expedients.

As to the early age of leaving school, I can detect no alteration for the better. It would seem to be almost unavoidable, with society as at present constituted, that the lower, middle, and upper classes should as a rule complete their education at the ages of 11, 15, and 21 respectively. Something may be hoped for from the fact that education is gradually becoming a necessity even to the lowest classes, in evidence of which I may be permitted to mention a circumstance related to me on good authority, which trivial as it is may serve nevertheless as some indication of the direction in which things are slowly tending. At the mop or statute fairs in Gloucestershire one of the first questions asked by a married labourer of the farmer who would engage him is, "Please sir, have you got a good school in your "parish?" If the story be true—if the very humblest of farm-labourers already counts schooling as among the things he cannot do without, there is yet hope that in course of time education may become virtually compulsory without the need of any legislative enactments. Education is becoming virtually compulsory.

I concur with such of my colleagues as have reported unfavourably of the religious instruction, as for the most part insufficient, mechanical, and unedifying. The National Society's scheme for the use of diocesan inspectors, prescribing a course of graduated instruction in religious knowledge, supplies a want and has already been adopted on my recommendation, with the addition of passages to be committed to memory, in many of the schools in my district. I have also pointed out in conversation with managers and teachers the importance of imparting an intelligent as well as accurate acquaintance with the facts of scripture, and of inculcating at all times those truths of religion and morality, which will everywhere in the Bible reveal themselves to those who desire to find them. Notwithstanding, a school of children thoroughly "instructed in righteousness" is a rare exception Religious knowledge at a low ebb.

even among those which are most completely under the care of the parochial clergy.

Advantage of relieving Her Majesty's inspectors of examination in religious subjects.

May I be permitted to remark that the responsibility for an evil which Her Majesty's inspectors can at best only alleviate, would at any rate be transferred to those to whom it justly belongs, if the supervision of the religious instruction were in Church of England schools, as in others, left altogether to the ministers of religion and their superiors.

Denominational classification of Her Majesty's inspectors undesirable.

Without arguing at length a question which has been almost exhausted, I may be allowed to state my conviction of the great desirability of having only one class of inspectors, who should visit indifferently schools belonging to every religious denomination, and not examine in religious subjects.

Reasons for abolishing it.

Firstly, it would save trouble and expense. There are at present, beside the inspectors of military and of naval schools, who are respectively under the Council of Military Education and the Admiralty, no less than four different classes of inspectors traversing every portion of the country:—1. The Church of England inspector. 2. The British, or denominational. 3. The Roman Catholic. 4. The inspector of workhouse schools, who, though now under the Poor Law Board, was till lately under the authority of your Lordships.

Secondly, it would remove an impression which, however erroneous, prevails in Church of England schools (as no doubt in others), that their own inspector measures them by a standard more exacting and severe than that of inspectors of other schools, belonging to other denominations, in the same town or neighbourhood.

Thirdly, it would give no offence in any school that the inspector should profess a different creed from that of the school managers (even were he in Holy Orders of the Church of England) provided he did not examine in religious subjects. The inspector of reformatory schools, who is a clergyman of the Church of England, visits schools of various communions with equal satisfaction to every one of them.

Fourthly, the duty of supervising the religious instruction of the Church of England poor would devolve formally upon those who already implicitly assume it in the very designation of their office, and still more in the institution of diocesan inspection, which is at present less useful than it might be if placed on a more regular footing. The diocesan inspector, were he but recognized as a high official of the diocese, with a proper salary and sufficient funds at his disposal for rewarding merit, might stimulate and systematize religious instruction to an extent beyond the power of Her Majesty's inspectors, who can scarcely be expected to ex-

amine individually and exhaustively in religious knowledge, or to devote to the subject more than a limited portion of their attention and time.

The grant for higher subjects.

The Minute of the 20th Feb. 1867, so far as it provides for an extra grant for proficiency in higher subjects (Art. 54 *c.*) has been acted on in my district, and with the happiest result, in many of such schools as are fortunate enough to possess the prescribed complement of teachers. The subject chosen is usually geography, sometimes English history, very rarely either composition or the higher rules of arithmetic. Wherever the Minute is in operation I have observed an increase of intelligence in the elder scholars, a keener interest in their work on their part and on that of the teachers, an accession of popularity to the school, without any trace of deterioration in the elementary attainments. It is on this account the more to be regretted that the acceptance of the grant should be accompanied by conditions, which practically exclude schools of no inconsiderable merit. The best rural school (mixed) in my district is shut out solely because the attendance is over the stipulated minimum, and a pupil-teacher would entail more expense than would be covered by the full amount of the grant.

Night schools.

Night schools are multiplying, though not with the rapidity that would be desirable. Forty-six schools, with an average attendance of 1,415 scholars, would leave no less than 121 schools unprovided with departments for the admission of evening scholars. The night schools in my district are of every size and variety, from the 9 rustics presented for examination at Pool Keynes, to the 300 or thereabouts of town hands, male and female, who attend the evening classes in the parish of St. Philip and St. Jacob, Bristol. I agree with those who are of opinion that night schools would be of considerably more use than they are at present if they could be open throughout the year, were it only twice a week or even once, and not only, as now, from the 1st of October to the 1st of April. Scholars would not become "rusty" in their learning, as they now are, after a six months' abstention from study and devotion to the far more engrossing subject of earning their bread.

Inspectors' assistants.

I have again to express my acknowledgments to the inspectors' assistants, Mr. William Taylor, and more recently, Mr. Buckle, for the efficient aid they have lent me in examining scholars in Bristol, Gloucester, and Cheltenham. Of their inflexible impartiality and the skill and patience with which they have elicited the knowledge or ignorance of timid and backward children, I cannot speak in terms too commendatory.

Spelling.

I conclude my remarks on the condition of schools receiving annual grants, with a few words on a subject of the greatest importance in elementary teaching,—that of spelling.

Difficulty of teaching spelling.

Proficiency in spelling is recorded in the examination schedule under the head of writing. Of 9,287 scholars presented for examination in writing, no less than 988, or more than one-tenth, were failures. Of these failures a large proportion were due to words mis-spelt in writing out passages from dictation. Were these subtracted, I believe that the failures in writing (meaning handwriting) would be found to be fewer than those in reading, writing being the easier to teach because the more mechanical, and requiring the least exertion of the intelligence.

English orthography, inconsistencies of.

The difficulties to be overcome in teaching spelling can scarcely be overrated. Most of them are inseparable from the very nature of English spelling, as at present in use. Any suggestion therefore should be welcomed which would have for its object to permanently lighten the labours of the school teacher, and clear away one of the most serious impediments to the acquisition of elementary learning.

Suggestion of a reform in spelling.

It is on this account that I have ventured to insert as an appendix to my report a letter addressed to me by Mr. Russell Martineau, embodying some remarks made by him upon English spelling in a paper read before the Philological Society. Mr. Martineau, after pointing out several of the absurdities involved in our present mode of spelling, suggests the advisability of a reform upon the basis of accommodating spelling, as far as possible, to pronunciation, and proposes the drawing up of such a scheme of reformation, under your Lordships' sanction, as might with advantage be enforced upon the teachers in our elementary and normal schools, and in due course prevail throughout the nation generally. The case of the new Latin primer, imposed on public schools with the common consent and by the authority of a committee of public schoolmasters, may fairly be quoted as a precedent.

I cordially recommend this proposal to your Lordships for your consideration, as calculated to meet a difficulty in elementary teaching which I had myself remarked upon, and materially to benefit the cause of education.

Schools under uncertificated teachers.

I have this year devoted more time than usual to the inspection of schools under uncertificated teachers, expressly for the purpose of informing myself how far they would seem to merit the adverse judgment passed on them hitherto by Her Majesty's inspectors.

The result more than confirms the unfavourable opinion formed of them up to this time by my colleagues as by myself. Unsatisfactory state of the unassisted schools.

Out of 32 schools or 34 departments visited by me during the year just ended, I find *only two*, which would bear comparison with an ordinary annual grant school under an ordinary certificated teacher.

The following cases will serve as illustrations. Examples.

The first is that of a school, which shall be nameless, partly because it was visited in harvest-time and unexpectedly. The building had been recently erected and was not altogether ill-adapted to its purpose. As I entered, the master was at his desk busily engaged in checking his private accounts; the mistress was stretched upon a bench asleep. Piled up against one end of the room and occupying more space than was convenient were sheaves of wheat, the honest earnings of teacher and teachers' family, as gleaners in the harvest field. At two dilapidated desks, sat or sprawled a dozen or more children of both sexes, some dozing, some scrawling aimlessly upon their slates. Their attainments were contemptible. The heavy vacant stare upon their faces betokened neither intelligence nor information. The master was not unwilling to recount his history. The better part of his life he had spent in the enjoyment of a very inferior position in Her Majesty's Excise, till age and infirmity compelled him to retire upon an almost nominal pension. Driven still to earn a livelihood, he had betaken himself as a last resort to school-keeping, sometimes a private venture school, sometimes at the risk and under the patronage of others, everywhere with uniform ill success, until at last accident and an easily contented clergyman conducted him to the happy parish where I found him. From his patron he drew a salary of 8*s.* a week, by school-pence he earned 3*s.*, by fees from private scholars about a couple of shillings more, in all the wages of a day-labourer; and yet I cannot think he was remunerated inadequately to his deserts. 1. A school without a name.

Meysey Hampton is a valuable living in the gift of Corpus Christi College, Oxford, with a population under 400. I found a school of 37 boys and girls, assembled in a cottage of some antiquity and moderate dimensions, serving also, if I remember right, as teacher's residence. The master had performed his duty faithfully under adverse circumstances; the children were quiet as mice; the writing was good, the reading correct though monotonous, in arithmetic more attention might have been paid to numeration. The needlework was rather below the mark. In scripture the elder 2. Meysey Hampton. A school in adversity.

scholars had acquired an average knowledge of the facts with the smallest possible insight into their meaning. The apparatus was insufficient, the space inadequate to the population, the methods of instruction and the results were far below the standard to which Her Majesty's inspectors are accustomed in schools under certificated teachers. Conversing afterwards with one of the school-managers I was informed, that it would be easy and inexpensive to build a better school, but the circumstances were peculiar, and the matter "must stand over for a few years."

Omitting Poulton, with its 70 boys and girls huddled into a miserable room of a miserable labourer's cottage; Cutsdean, the master of which had twice been pronounced inadmissible as an acting teacher to the easy examination for certificate; Northwick, excellent school-premises and teacher's residence, with 50 boys and girls slowly emerging from a state of ignorance and chaos under the mastership of an ex-pupil-teacher, a boy 19 years of age; Stoke Gifford, where arithmetic is on principle depreciated as of small account to rustics; an endowed school in a Cathedral city, where the same one-armed veteran still wields the rod intrusted to him exactly half a century ago; and sundry gatherings of little ones under village dames, whose age entitles them to respect, I pass on to Lechlade, a town of some importance as a centre of agricultural activity, and a living of considerable value in the gift of Emmanuel College, Cambridge, with a population of 1,328 souls.

3. Lechlade. A school in duplicate.

Here, in obedience to the whim of a member of the school-committee, who mistrusts an intermixture of sexes in the same classes, the children are assembled in the same room indeed, but on different sides of it, the girls on the right hand, the boys on the left, with an imaginary line of demarcation down the middle, so that every class is in duplicate; there are two first classes, two seconds, two thirds, and so on, and all under one and the same teacher, who, beside enacting the difficult part of master to two schools at once, single-handed, reappears elsewhere in the town in yet another character as a tradesman, carrying on the business of a stationer.

In complete accord with this grotesque arrangement for insuring inefficiency in the teaching, the school-room, though as a building not unsuitable,—the erection having been assisted by a handsome grant from your Lordships—was both ill-ventilated and scantily furnished, the books and apparatus were by no means as they should be, the results of the examination were unsatisfactory both in the secular subjects and scripture.

Claims of unassisted schools to Government aid.

I commend these cases especially to the consideration of those who assume the merits of the uncertificated teacher and the unassisted school, and on this assumption ground their right to a grant in aid from your Lordships. The uncertificated teachers are, as a class, signally incompetent. The unassisted schools are, with few exceptions, ill-built and ill-conducted. It is *on their demerits*, not on their merits, which are purely imaginary, that I would rest their claim to assistance under your Lordships' Minutes. With a better salary, a better school and apparatus, the stimulus of the annual inspection, and the criticism and advice of the inspector, the untrained teacher might at any rate rise to the level of a decent mediocrity, the unaided school might produce results less unworthy of its appellation, less incommensurate with the dire necessities of the poor.

Remedies proposed for deficiencies in the system of education.

A suggestion recently thrown out on high educational authority would go far towards supplementing the deficiencies of our present system. Local Boards of education might mismanage their trust, unless strictly circumscribed and superintended by the central authority. Local inspectors would certainly lack that independence of local influences, that liberty to inflict censure and pecuniary loss, without which inspection is worse than valueless and improvement an impossibility. But Her Majesty's inspectors would at once be able to point out localities, each within his own district, and after due inquiry would no doubt discover more where legislative interference might justly be invoked to compel the provision of more adequate school accommodation.

Were this accommodation provided, aided by building grants on a more liberal scale from your Lordships; were grants conceded on examination only to schools under uncertificated teachers, and the trained masters and mistresses, who are one main pillar of our present system, doubled or trebled, deficiencies might be supplied and education extended without endangering an edifice which has risen to what it is on a foundation of thirty years' experience.

I have the honour to be, &c.,

J. Rice Byrne.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix.

Communication on Spelling by Russell Martineau, Esq.

My dear Sir, January 5, 1869.

After what I have heard of your experience as to the teaching of spelling in your district, I am tempted to address to you a few remarks, the substance of which will be found expressed somewhat more fully in a paper read by me to the Philological Society in 1868.

How spelling can be taught at all in elementary schools is a constant wonder to me; there is not a single rule which the teacher can lay down which has not almost as many exceptions as examples. "Final *e* "lengthens the preceding vowel as in *make, bite.*" But then, what of *love, glove, tongue?* "*G* before *e* or *i* is sounded like *j*, as in *gentle,* "*gin.*" But *gig, gild, get* protest. "*Gh* after *au* and *ou* is sounded "like *f*, as *laugh, cough, rough.*" But *haughty, plough, bough?* And worst of all, what can the teacher make of the double vowels *ea* (*each, bread, great*), *ai* (*hail, against*), *au* (*fault, haunch?, laugh*), *ou* (*sound, wound, soul*), *ow* (*blow, trowel*), *ew* (*yew, shew*), *ei* (*receive, reign*), *ie* (*field, tie*)*?* Or, approaching the subject from the other side, the following vowel sounds have a plurality of modes of expression, between which the luckless pupil has to choose:

a in *ale* — a, ai, ay, ea.
e in *eel* — e, ee, ea, ei, ie.
e in *ell* — e, ea, ai.
i in *idle* — i, ie, ei.
o in *old* — o, oe, ou, ew, oa.
u in *cue* — u, ue, ew.
ou in *pound* — ou, ow.
au in *fault* — a, au, aw.

Thus, whether the pupil has to utter the written words or to write the uttered ones, in either case he has so many probabilities before him, that it can only be by mere chance if he hits on the correct answer; and it is through such guesswork, which cannot be dignified with the name of discipline at all, that he makes his entrance into the world of letters and science, where everything *ought* to be ordered according to system and intelligence. I am not speaking too strongly in saying that our want of systematic orthography has reduced the advantage of alphabetical writing to a minimum, and made correct spelling virtually impossible. No one can be sure that he always spells rightly. The fact that lexicographers, who have devoted their lives to the study of this very subject, differ among themselves in two or three thousand words, proves this. How spelling can under these circumstances be made a subject of examination by inspectors of education, I am at a loss to understand. A child may surely without blame write *beef* as *befe, beaf, bief, beif, beaff*, &c., since all these combinations might be used to convey the sound. When our primary education is becoming one of the great questions of the day, this question of orthography must assume a higher importance than it has ever had hitherto. When it is important to educate the mind, it is cruel to force it first to learn the dictionary through, to know how to spell each word separately. When the mind is being introduced to a realm of exactitude, order, and principle, the spectacle of pure chaos in language cannot be edifying but rather demoralising.

If the present system had any historical value, as indicating the source, the original pronunciation, or any other important fact about a

word, we might reconcile ourselves to it; but its *positive mistakes* are so many that we can never place any faith in it. We write *sovereign* from the ridiculous idea that it has something to do with the verb to *reign*, *posthumous* with an *h*, from the error long since exploded by Latin scholars that it referred to those *post humum*, after death; *sylvan*, though scholars always now write *silva* in latin; *island* from an imagined connection with *insula*, whereas it is Anglo-Saxon, and should be written *iland* or *eyland*. And the inconsistencies are as palpable as the mistakes. Why have *proceed*, *concede*, *conceal*, each a different vowel, though all springing from one common latin vowel? Moreover, if this principle had been observed, we should be still writing *hlaford*, *hlœdig*, not *lord*, *lady; sanct* for *saint;* the Italians would not have deviated from *civitas*, even as far as to write *cività*, to say nothing of *città;* and (if they had followed our principle exemplified in *Gloucester*, *Pontefract*, for *Gloster*, *Pomfret*), would still write *Puteoli*, *Cajeta* for *Pozzuoli*, *Gaeta;* and the French would write *mesme*, *estois*, *escrire*. The French have continued the rectification of their spelling up to recent times, while ours, kept in accordance with the pronunciation up to a certain period some three centuries ago, has been left stagnant and therefore grown antiquated ever since.

I do not presume to offer a cut and dried scheme of my own. If the national mind is awake to the need, the remedy may be found by such a commission as would command respect, but many individual preferences would have to yield in the advancement of a common good. The number of letters which would require somewhat free handling is not large: comprising the five vowels and their combinations, and *c*, *gh*, *j*, and *th*. The different sounds of the vowels might be indicated either by diacritical signs such as *á*, ä, å, etc., or else, if such signs be deemed vexatious, by dipthongal combinations.

If, as I cannot help thinking very likely (especially since I have heard your experience), the inspectors of schools should come to the conclusion that the teaching of spelling in schools is scarcely possible, and that by the poor and illiterate correctness can never be attained (since by the educated classes it is rarely gained through an extent of reading and an acquaintance with Latin and French, impossible to the poor), their opinion would have a weight which might raise the question from a theoretical dream to a practical problem. The educational Committee of Privy Council might then see the desirability of appointing a Commission to report on the subject; and their recommendations, if adopted, might be enforced on, or recommended to, the schools over which they exercise control; and thus a large and uniform reform might be initiated, with the certainty of soon becoming general, when commenced under such auspices.

Apologising for the length of this letter,

I remain, &c.

RUSSELL MARTINEAU.

To the Rev. J. Rice Byrne,
Her Majesty's Inspector of Schools.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. H. M. CAPEL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* WARWICK *and* GLOUCESTER.

MY LORDS, Birmingham, January 1869.

DURING the two years ending August 31st, 1866, my district was co-extensive with the geographical county of Warwick. Since that time it has been twice changed.

Changes in district.

In the autumn of 1866, I received a letter from your Lordships' Secretary transferring to my charge eight annual grant schools in Gloucestershire; and in August, 1867, I was officially informed that henceforth my district would consist of the following census districts, 342, 394-407.

Distribution of aided schools.

The extent and estimated population of these 16 census districts, with the number of schools, departments, and children, inspected last year, is as follows:—

—	District.	Acres.	Population 1868.	Schools.	Departments.	Children.	Per-centage of whole Population.	No. of Parishes.	No. of Parishes with Schools inspected.	Per-centage.
393*b*	Edgbaston	2,545	15,453	3	7	1,039	6·6	3	3	100·
394	Birmingham	2,660	243,707	32	61	11,888	4·8	20	19	95·
395*a*	Aston - within - the Borough.	2,626	85,375	9	18	3,401	3·9	8	6	75·8
395*b*	Aston - without - the Borough.	28,647	44,490	5	6	584	1·3	14	6	42·8
396	Meriden	48,618	11,306	5	9	351	3·1	15	5	33·3
397	Atherstone	27,883	12,614	4	6	570	4·5	13	4	30·7
398	Nuneaton	20,428	12,731	4	6	796	6·2	9	4	44·4
399	Foleshill	19,389	21,107	3	3	315	1·5	7	2	28·5
400	Coventry	5,489	45,503	3	8	1,334	3·	5	3	60·
401	Rugby	80,755	25,135	13	19	1,725	6·8	31	12	38·8
402	Solihull	46,015	14,203	5	7	512	3·6	12	4	33·3
403	Warwick	66,639	45,600	15	21	1,892	4·1	34	15	44·1
404	Stratford-on-Avon	79,051	21,608	7	9	768	3·5	32	6	27·2
405	Alcester	52,430	16,470	8	9	895	5·4	17	8	47·
406	Shipston-on-Stour	78,899	19,314	11	16	1,235	6·6	30	10	33·3
407	Southam	50,409	10,320	9	12	700	6·7	18	8	44·4
342	Stow-on-the-Wold	41,131	9,480	5	6	427	4·4	21	5	23·8
	Total	651,069	654,416	141	223	28,482	4·35	290	121	41·7

I have included the Edgbaston sub-district, because by an arrangement, to which your Lordships have not refused your sanction, the schools in it, although forming part of Mr. Sandford's district and referred to him, are still visited and reported upon by me. I have sub-divided the Aston district, in order to present together the three divisions (nearly equal in area) of the borough of Birmingham. It will be seen that the per-centage of children present at inspection is highest in the census districts of Rugby, Southam, and Shipston-on-

Proportion of children present at inspection to the popu-

Stour; lowest in Foleshill, and that part of Aston which lies without the borough. In the last two districts, this is in part accounted for by the fact that the most important towns in them, Bedworth and Sutton Coldfield, have very good endowed schools not under inspection. Population in country districts

In the three districts, where the proportion of children present at inspection stands highest, little more than a third of the parishes have schools receiving annual grants. In the borough of Birmingham, where nearly all the parishes have aided schools, the per-centage of the whole population examined by me is only 4·7. This may seem to require explanation. It is due partly to the estimated increase in the population since 1861 (nearly 50,000), partly to the much larger proportion of children in schools unconnected with the Church of England, but principally to the number who attend no school. and in Birmingham.

Paradoxical as it may appear, I am convinced that there is a larger number of wholly uneducated children in the parishes which receive annual grants from your Lordships, than in parishes which have never done so. More uneducated children in parishes receiving annual grants than in those which do not.

The net result of the two changes in my district has been to transfer the eight schools at— Schools transferred from and to the district.

Amington,	Pailton,
Kingsbury,	Monk's Kirby,
Long Compton,	Wolvey,
Little Compton,	Headless Cross,

to other inspectors, and to add to my list those at—

Stow-on-the-Wold,	Shipston-on-Stour (boys),
Oddington,	„ „ (girls),
Naunton,	Newbold-on-Stour,
Bourton-on-the-Hill,	Inkberrow,
Moreton-in-the-Marsh,	Crick,
Campden,	Feckenham,
Blockley,	Sheepy Magna.

Besides these, the following have received annual grants for the first time in the last two years,— New schools.

Longborough.	Birmingham, St. Martin's, New Hall St.
Lower Swell.	„ St. George's, Smith St.
Burmington.	„ St. Matthew's, Cato St.
Loxley.	„ Ch. Ch. Fleet St.
Arrow.	„ St. Barnabas, Ryland St., Infant.
Harbury, Wagstaff, Endowed.	
Birmingham, St. Lawrence.	

And those at Ufton and Wasperton have been visited, with a view to the examination of their mistresses in December, 1869.

Altogether, the number of schools under separate management on my annual grant list has increased from 120 to 136, and the number of departments under certificated teachers from 180 to 210. Increase in two years.

The following Table will show the number of departments and children actually seen in 1866, and last year.

	Day Schools.			Night Schools.			Total.
	Departments.	Boys.	Girls.	Departments.	Males.	Females.	
1866 - -	202	13,375	9,966	30	829	832	25,002
1868 - -	223	15,793	12,787	47	1,833	1,320	31,733
Increase -	21	2,418	2,821	17	1,004	488	6,731

Principally due to increased number of children in parishes already under inspection.

Of this increase not more than one-tenth is due to the enlargement of my district, or to the extension of the system into new parishes. At least nine-tenths are due to the larger numbers of children in the annual grant schools of parishes, which have been for some years receiving your Lordships' grants.

In addition to these schools I have inspected five, with seven departments and 593 children, in Worcestershire and Lincolnshire for my colleagues Mr. Sandford and Mr. Sewell.

Success of particular schools, why published.

Before proceeding to give lists of the schools in my own district, arranged according to their success in the individual examination, I think it only fair to say that I believe the publication of similar lists in my last report has on the whole worked well.

Boys' Schools.

No.	Name of School.	On Books.	Average.	Inspection. Present at	Individual Examinations. Examined.	Reading.	Dictation.	Arithmetic.	Per-centage of passes.
1	Birmingham, St. Paul's - -	255	198	244	163	160	163	162	99·1
2	„ St. George's - -	314	269	306	245	243	240	245	99·
3	Stretton-on-Dunsmoor - -	46	33	47	23	23	23	22	98·5
4	Shirley - - - - -	59	49	59	45	43	45	43	97·
5	Balsall, Temple - - -	73	51	62	33	33	32	31	96·9
6	Ladywood, St. John's - -	287	236	292	227	223	218	208	95·3
7	Deritend, St. John's - - -	180	151	167	116	114	110	105	94·5
8	Birmingham, St. Mark's - -	353	262	353	257	247	247	229	94·1
9	„ St. Clement's, Nechells	304	209	273	206	200	203	177	93·8
10	Coventry, Trinity - - -	250	180	225	190	176	178	180	93·7
11	Bordesley, St. Andrew's - -	170	130	160	110	108	97	103	93·3
12	Edgbaston, St. James' - -	189	152	162	131	128	124	114	93·1
13	Birmingham, All Saints, Heath Street.	105	56	101	60	57	55	51	90·5
14	„ All Saints - -	177	137	197	127	107	119	119	90·4
15	Stratford-on-Avon - - -	244	167	225	98	93	86	87	90·4
16	Warwick, St. Mary's - - -	173	136	178	118	108	110	102	90·4
17	Birmingham, St. Matthews - -	394	243	343	215	207	202	174	90·3
18	Southam - - - -	85	63	79	45	43	41	37	89·6
19	Offchurch - - - -	22	16	21	16	16	13	14	89·5
20	Lea Marston - - - -	53	43	51	38	38	36	26	87·7
21	Birmingham, Christ Church - -	178	130	173	129	114	104	118	87·
22	„ St. Matthias - -	242	160	200	117	106	107	91	87·
23	„ St. Thomas' - -	211	159	231	158	124	137	140	87·
24	„ St. Mary's - -	153	75	91	53	40	50	42	86·8
25	Edgbaston - - - -	117	97	122	81	75	74	65	86·8
26	Napton-on-the-Hill - - -	60	35	41	27	27	22	21	86·4

No.	Name of School.	On Books.	Average.	Present at Inspection.	Individual Examinations. Examined.	Reading.	Dictation.	Arithmetic.	Per-centage of Passes.
27	Ashted, St. James'	133	124	133	68	62	61	52	85·8
28	Birmingham, St. Barnabas	363	251	304	241	214	214	192	85·7
29	,, St. Luke's	199	144	207	115	98	101	96	85·5
30	Moreton-in-the-Marsh	82	69	72	64	57	49	58	85·4
31	Stoneleigh	32	27	31	27	24	22	23	85·1
32	Leamington	122	97	116	30	29	24	23	84·4
33	Rugby Trinity	118	94	118	96	89	80	74	84·3
34	Coventry, St. Peter's	133	83	109	65	49	57	58	84·1
35	Birmingham, St. Bartholomew's	104	71	91	71	60	58	46	82·8
36	Lozells, St. Silas'	124	72	115	58	50	50	44	82·7
37	Shipston-on-Stour	76	55	54	34	30	24	28	81·5
38	Stockton	43	29	42	36	31	28	29	80·
39	Feckenham	92	65	93	56	47	44	44	80·3
40	Birmingham, St. Stephen's	282	202	271	162	123	133	131	79·6
41	Solihull, Lower Free	66	55	61	48	41	37	36	79·1
42	Nuneaton	101	86	98	73	58	51	58	76·2
43	Saltley	134	111	122	91	75	69	73	75·8
44	Coventry, St. Michael's	237	163	204	146	116	100	115	75·5
45	Aston	119	82	86	41	33	31	29	75·6
46	Birmingham, Bishop Ryder's	218	123	147	73	58	57	48	74·4
47	Long Itchington	63	53	50	30	26	25	15	74·4
48	Atherstone	120	88	101	83	63	55	64	73·
49	Rugby, Elborow's	85	66	71	58	40	42	45	72·9
50	,, St. Matthew's	115	115	115	104	89	74	53	69·
51	Campden	91	74	83	55	40	34	39	68·4
52	Brailes	31	28	30	27	20	10	15	55·5

Girls' Schools.

No.	Name of School.	On Books.	Average.	Present at Inspection.	Individual Examinations. Examined.	Reading.	Writing.	Arithmetic.	Per-centage of Passes.
1	Birmingham, St. Mark's	288	164	241	156	150	146	147	94·6
2	Ladywood, St. John's	183	137	172	126	122	123	106	92·9
3	Birmingham, St. Thomas'	202	140	218	139	129	130	128	92·8
4	,, St. Clement's Nechells	218	113	168	95	91	87	85	92·2
5	,, St. Luke's	178	103	142	69	64	68	59	92·2
6	,, Christ Church	171	117	174	120	117	110	102	91·4
7	Balsall, Temple	77	40	64	27	27	23	24	91·3
8	Birmingham, All Saints'	85	52	78	52	43	50	49	91·
9	Stratford-on-Avon	232	129	200	74	73	68	65	90·
10	Stoneleigh	40	26	32	30	24	30	26	88·8
11	Coventry, St. Michael's	191	114	164	98	93	90	77	88·4
12	Birmingham, St. George's	186	133	204	116	110	99	98	88·2
13	Bordesley, St. Andrew's	107	45	84	42	38	35	37	87·3
14	Warwick, St. Mary's	116	75	101	53	49	46	41	85·5
15	Long Itchington	53	30	38	16	13	14	14	85·4
16	Edgbaston, St. James'	112	82	107	70	65	59	55	85·2
17	Edgbaston	94	57	82	50	46	42	38	84·
18	Leamington	172	99	125	32	29	28	23	83·3
19	Birmingham, St. Matthias'	154	119	163	87	74	69	66	80·1
20	Moreton-in-the-Marsh	69	51	65	45	36	40	32	80·
21	Nuneaton	79	67	78	62	51	52	45	79·5
22	Ashted, St. James'	118	94	108	63	55	52	42	78·3
23	Offchurch	30	25	27	18	16	14	12	77·7
24	Birmingham, Bishop Ryder's	212	113	187	101	84	83	67	77·2
25	Rugby, St. Matthew's	115	75	92	70	68	61	33	77·1
26	Birmingham, St. Barnabas	191	128	181	113	95	81	84	76·7
27	Atherstone	96	57	72	45	33	39	31	76·2
28	Birmingham, St. Matthew's	258	127	172	116	97	83	81	75·2
29	Coventry, Trinity	104	73	98	60	46	40	47	73·8
30	Hampton-in-Arden	36	31	28	25	21	12	11	57·3

Mixed, under a Master.

No.	Name of School.	On Books.	Average.	Present at Inspection.	Individual Examinations.				Per-centage of Passes.
					Examined.	Reading.	Dictation.	Arithmetic.	
1	Ryton-on-Dunsmoor	34	28	34	23	23	23	23	100·
2	Wolston	127	87	108	57	57	54	53	95·9
3	Rowington	122	75	104	55	51	50	50	94·9
4	Attleborough	175	119	147	75	74	69	70	94·6
5	Bentley	203	151	191	101	100	94	86	92·4
6	Bulkington	224	150	216	122	114	109	113	91·8
7	Tysoe	227	141	220	87	80	76	83	91·5
8	Birmingham, St. Jude's	146	92	103	64	62	57	55	90·6
9	Leamington, St. Mary's	212	135	172	108	102	97	94	90·4
10	Whichford	75	61	68	47	45	40	42	90·
11	Crick	132	82	107	37	35	32	33	90·
12	Inkberrow	96	64	99	20	17	17	19	88·3
13	Keresley and Coundon	168	131	171	84	76	71	75	88·1
14	Bordesley, St. Andrew's (Small Heath).	165	118	143	96	92	89	72	87·8
15	Bidford	215	158	207	90	87	78	72	87·7
16	Sheepy Magna	50	39	38	27	25	23	23	87·6
17	Alveston	84	76	76	66	63	58	49	85·8
18	Longborough	110	89	104	61	55	56	46	85·8
19	Walton	32	24	27	19	19	14	15	84·2
20	Kenilworth, St. John's	162	113	141	70	60	57	58	83·3
21	Bourton-on-Dunsmoor	43	38	36	17	15	15	12	82·3
22	Marton	75	44	58	18	15	15	14	81·5
23	Westwood	91	61	83	56	54	45	47	80·9
24	Brinklow	171	116	152	54	50	49	32	80·8
25	Alcester	176	109	145	78	61	67	56	78·6
26	Lower Swell	55	46	53	30	28	22	20	77·7
27	Henley-in-Arden	67	50	48	14	13	12	7	76·1
28	Stow-on-the-Wold	80	67	57	41	35	28	30	75·6
29	Leamington, St. John's	170	75	127	50	38	42	33	75·3
30	Cubington	162	113	134	83	65	69	52	74·7
31	Harbury	111	70	104	66	55	50	41	73·7
32	Bickenhill	40	22	33	27	23	21	15	72·9
33	Packington	75	63	66	42	34	27	30	72·2
34	Eatington	80	55	65	31	19	25	22	70·9
35	Walsgrave-on-Sowe	72	42	67	33	24	22	22	68·6
36	Birmingham, St. Martin's	90	56	74	27	17	14	18	60·5
37	„ St. Philip's	168	98	124	83	48	51	33	53·

Mixed, under a Mistress.

1	Burmington	25	16	19	11	11	11	11	100·
2	Stockton	105	74	84	41	39	37	41	95·2
3	Ladywood, St. John's (Icknield Port Road).	180	113	156	58	55	54	56	94·8
4	Oddington	87	57	82	42	42	40	37	94·4
5	Lozells, St. Silas'	155	98	135	41	40	38	36	92·6
6	Birmingham, St. Paul's	564	287	387	118	104	115	109	92·6
7	Shipston-on-Stour	112	86	99	40	39	36	34	92·3
8	Coventry, St. Peter's	219	112	148	41	37	40	36	91·8
9	Shirley	73	54	73	29	26	28	25	90·8
10	Kenilworth	58	44	56	42	41	37	36	90·4
11	Lea Marston	85	58	67	40	32	37	29	90·
12	Arrow	65	49	65	42	38	40	35	89·6
13	Solihull, Palmer's Charity	133	94	113	61	55	56	51	88·5
14	Lighthorne	54	41	46	37	33	32	33	88·3
15	Birmingham, St. David's	321	195	247	82	75	76	63	87·
16	Southam	104	65	92	35	35	34	22	86·6
17	Edgbaston, St. George's	162	117	155	113	103	98	89	85·4
18	Feckenham	65	45	69	29	26	26	22	85·
19	Birmingham, St. Thomas', Bow Street.	156	98	134	86	71	82	66	84·9
20	Birmingham, St. Matthias', Farm Street.	157	114	169	42	38	36	33	84·9
21	Combroke	47	42	47	28	26	23	22	84·5
22	Stockingford	132	86	113	48	43	40	37	83·3
23	Hunningham	53	33	45	17	16	13	13	82·7
24	Rugby, Trinity	214	141	186	82	70	68	65	82·5
25	„ Elborow's	163	114	142	64	56	50	52	82·3
26	Naunton	53	34	49	15	15	13	9	82·2
27	Blockley	212	147	179	72	63	61	53	81·9

No.	Name of School.	On Books.	Average.	Present at Inspection.	Individual Examinations. Examined.	Reading.	Dictation.	Arithmetic.	Per-centage of Passes.
28	Birmingham, St. Stephen's	353	262	392	84	75	69	62	81·7
29	Stoke	93	64	77	31	25	20	22	81·7
30	Bourton-on-the-Hill	53	40	52	27	25	25	16	81·5
31	Spark Hill	91	67	80	41	40	34	25	80·4
32	Deritend, St. John's	202	146	181	84	72	65	65	80·1
33	Birmingham, St. Mary's	139	87	102	33	27	20	22	78·8
34	Studley	160	116	150	60	53	44	44	78·3
35	Long Lawford	61	38	52	25	21	21	16	77·3
36	Chesterton	24	18	21	14	11	14	7	76·1
37	Birmingham, All Saints', Nineveh	161	105	138	57	34	51	40	73·1
38	Loxley	44	35	44	23	15	20	15	72·5
39	Birmingham, St. Martin's, New Hall Street.	273	145	211	75	58	62	41	72·
40	Birmingham, All Saints', Heath Street.	174	81	145	24	19	19	13	70·8
41	Mappleborough Green	70	44	62	30	23	23	17	70·
42	Aston Brook, St. Mary's	118	70	88	33	18	30	26	68·5
43	Newbold-on-Stour	98	63	60	36	29	22	16	62·
44	Brailes	140	79	107	35	25	23	17	61·9
45	Kinwarton and Great Alne	67	33	39	20	9	15	13	61·6
46	Clifton-on-Dunsmoor	74	58	68	31	22	17	17	60·2
47	Hartshill	136	81	105	25	16	15	13	56·6
48	Birmingham, St. Mark's, Helena Street.	150	140	202	83	88	55	44	55·
49	Budbrooke	59	37	53	25	16	17	8	54·6
50	Little Bromwich	66	29	38	15	7	7	5	42·2

Infant Schools.

No.	Name of School.	On Books.	Average.	Present at Inspection.	Individual Examinations. Examined.	Reading.	Writing.	Arithmetic.	Per-centage of Passes.
1	Kenilworth	117	77	97	18	18	18	18	100·
2	Birmingham, St. Luke's	294	145	203	41	41	41	40	99·2
3	„ Christ Church	151	100	140	42	41	42	41	98·4
4	„ St. Clement's Nechells	594	290	464	107	106	106	103	98·1
5	Stow-on-the-Wold	101	74	82	13	13	13	12	97·4
6	Birmingham, St. George's	426	298	436	80	77	79	76	96·6
7	„ St. Mark's	393	211	296	89	86	89	82	96·2
8	Ashted, St. James'	212	119	155	37	34	37	34	95·5
9	Coventry, St. Michael's	190	124	173	6	6	6	5	94·4
10	Edgbaston, St. James'	255	162	209	36	36	36	30	94·
11	Birmingham, St. Jude's	130	77	103	21	19	20	20	93·8
12	Moreton-in-the-Marsh	99	57	70	10	10	10	8	93·3
13	Edgbaston, St. George's	230	132	202	58	53	57	52	93·1
14	Birmingham, St. Thomas', Bow Street.	172	115	168	23	21	23	20	92·7
15	Rugby, St. Matthew's	278	159	242	53	47	53	48	92·4
16	Warwick, St. Mary's and St. Paul's	196	120	192	19	18	19	15	91·3
17	Birmingham, Christ Church, Fleet Street.	142	95	134	49	44	44	46	91·1
18	Ladywood, St. John's	300	199	306	98	80	95	92	90·8
19	Birmingham, St. Thomas'	294	151	202	67	65	59	58	90·5
20	„ St Matthew's	368	168	277	65	59	61	55	89·7
21	Bordesley, St. Andrew's	214	79	164	25	24	21	22	89·3
22	Birmingham, Immanuel	144	92	112	32	32	30	23	88·5
23	„ St. Barnabas'	338	242	290	84	71	78	73	87·6
24	„ All Saints'	53	56	67	8	7	8	6	87·5
25	„ St. Matthias'	296	159	310	51	45	47	41	86·9
26	Atherstone	127	73	63	5	5	5	3	86·6
27	Harbury, Wagstaff, Endowed	64	37	60	7	6	7	5	85·7
28	Birmingham, Bishop Ryder's	256	127	188	9	7	8	8	85·1

No.	Name of School.	On Books.	Average.	Present at Inspection.	Individual Examinations. Examined.	Reading.	Writing.	Arithmetic.	Per-centage of Passes.
29	Birmingham, St. George's, Smith Street.	246	148	194	46	32	41	39	81·1
30	Coventry, Trinity - - -	228	146	213	43	34	40	39	80·6
31	Birmingham, St. George's, Hospital Street.	270	149	213	63	51	51	47	79·3
32	Birmingham, St. Matthew's, Cato Street.	225	116	180	35	23	34	26	79·
33	Birmingham, Bishop Ryder's, Ragged.	561	202	541	56	44	45	40	76·7
34	Nuneaton - - - -	151	134	144	24	18	17	16	70·8
35	Bickenhill - - - -	38	22	32	9	5	6	3	51·8
36	Birmingham, St. Lawrence - -	233	118	163	33	10	20	18	48·5
37	„ St. Philip's - -	55	40	54	None presented.				

Night Schools.

No.	Name of School.	Departments. No. of ments.	Average.	Present at Inspection.	Individual Examinations. Examined.	Reading.	Writing.	Arithmetic.	Per-centage of Passes.
1	Bulkington - - - -	1	36	—	44	44	44	44	100·
2	Bidford - - - - -	1	45	—	46	44	46	44	97·1
3	Birmingham, All Saints' - -	2	129	166	141	132	134	137	95·2
4	„ St. Stephen's - -	2	72	130	86	73	83	78	94·1
5	„ St. Luke's - -	2	74	—	33	30	32	31	93·9
6	Alcester - - - -	1	19	—	32	29	31	30	93·6
7	Coventry, Trinity - - -	1	6	18	5	5	5	4	93·3
8	Birmingham, All Saints', Heath Street.	1	51	66	50	47	48	43	92·
9	Edgbaston, St. James' - -	1	26	23	20	17	19	18	90·
10	Attleborough - - - -	1	15	12	12	11	11	10	88·8
11	Birmingham, Christ Church -	2	72	64	71	68	65	55	88·2
12	„ St. Barnabas - -	2	166	242	186	162	152	178	88·1
13	„ St. Paul's - -	2	143	308	153	118	139	141	86·7
14	Tysoe - - - - -	1	19	16	14	12	12	12	85·7
15	Stratford-on-Avon - - -	1	26	30	24	21	20	20	84·5
16	Birmingham, St. Mark's - -	1	70	71	55	48	42	49	84·2
17	Keresley and Coundon - -	1	34	38	38	31	33	32	84·2
18	Birmingham, St. George's -	2	129	255	139	109	117	113	81·3
19	Coventry, St. Peter's - -	2	12	17	7	6	6	5	80·5
20	Birmingham, Bishop Ryder's -	4	416	715	288	189	227	271	79·5
21	„ St. John's, Deritend -	2	76	115	85	60	72	68	78·4
22	„ St. Clement's Nechells	1	51	42	38	28	32	27	76·3
23	„ St. George's, Hospital Street.	1	13	20	7	5	6	5	76·2
24	Coventry, St. Michael's - -	3	63	65	33	23	30	22	75·7
25	Wolston - - - -	1	14	11	11	10	8	7	75·7
26	Birmingham, St. Thomas' - -	1	55	108	48	31	39	36	73·6
27	„ St. Matthew's - -	2	129	206	132	99	86	102	72·4
28	Whichford - - - -	1	23	—	29	27	25	19	70·1
29	Crick - - - - -	1	17	21	15	14	11	6	68·8
30	Birmingham, St. Bartholomew's -	1	26	29	20	15	15	11	68·3
31	„ St. Martin's, Newhall Street.	1	41	98	53	37	32	39	67·9
32	Birmingham, St. Matthias' - -	1	28	42	5	5	3	2	66·6
33	Eatington - - - -	1	18	21	14	14	11	3	66·6
34	Bourton-on-Dunsmoor - -	1	6	9	4	4	3	1	66·6
35	Birmingham, St. Thomas', Bow Street.	2	117	225	115	75	76	77	66·1
36	Campden - - - -	2	48	55	50	38	29	24	60·6
37	Birmingham, St. George's, Smith Street.	1	15	13	8	3	5	6	58·3

The following table will show the per-centage of failures in each of the above groups :—

Schools inspected on Account of Annual Grants in 1868.

Class of School.	No. of Departments.	Number of Children.				Per-centage of Failures in			
		On the Books.	In average Attendance.	Present at Inspection.	Examined.	Reading.	Writing.	Arithmetic.	Altogether.
Infants - - - -	37	8,441	4,813	7,139	1,462	11·8	6·5	14·1	10·8
Boys - - - -	52	7,977	5,862	7,310	4,980	11·	13·5	15·7	13·4
Girls - - - -	30	4,167	2,843	3,665	2,170	9·7	13·5	20·4	14·5
Mixed, under a master -	37	4,485	3,056	3,902	2,059	11·	15·5	21·3	15·9
„ under a mistress -	50	6,549	4,252	5,625	2,270	13·	15·1	26·	18·4
Total of day schools -	206	30,619	20,826	27,641	12,941	10·9	12·9	18·2	14·
Total of night schools -	54	—	2,300	3,151	2,111	20·2	17·	16·1	18·8

Improvement in past two years in separate schools, mixed schools, and night schools.

If this table be compared with a similar one given in my last report, it will be seen, that the boys' and girls' schools have improved in reading and writing, and fallen back in arithmetic. The infants have improved in reading and arithmetic, and fallen back in writing, while the mixed schools have made a very decided advance in all the three subjects.

Altogether the per-centage of success in the day schools I have visited, has been increased from 83·5 in 1866 to 86 in 1868. In the night schools, the improvement is still greater, from 76·3 to 81·2, or very nearly 5 per cent. of the whole number examined.

Large number of children not individually examined.

In my opinion the increased and increasing accuracy, with which those children who are examined, read, write, and cypher, is the strongest point of the present system. The weak point is the small number of children individually examined, compared with the whole population of the district, the number on the books of the school, the number present at inspection, or even with the number in average attendance.

The number of children on the books ought I believe to be larger than it appears to be, many teachers counting the names on the new registers instead of the names on the registers which have been in use during the preceding official year, and this explains in part how it is that the number present at inspection exceeds in many schools the number on the books. A teacher makes out his return, not when the official year is ended, but when the managers' report (Form IX.) is sent to him, which is generally a few days after his new registers have been begun. The number of those recently

Making up returns.

admitted, with the number of those who have left the school but come to the examination, together exceed the number of absentees.

Returns often made up at the last moment, a practice very injurious to the teachers.

It would be a good plan, I think, to require all teachers and managers to insert a draft of the returns which they have to make in Form IX., in the log-book, on the last day of the official year; then when the Form IX. is received, the managers would only have to copy this return. Now it is too often the case that the teachers weary themselves with the double task of strengthening their pupils' weak points in school hours, and out of school hours preparing these necessary returns, sacrificing their nights' rest and acquiring that terribly worn look, which so often grieves an inspector.

The number of children present at an inspection depends on the special effort made by managers and teachers to collect them, and in the case of those whose names are not on the capitation schedules on the wish of the inspector; if he have expressed a desire to see these children, and examine them in religious knowledge, they will come; if not, the greater part of them will stay away. This may account for the fact that in day schools under certificated teachers, I have seen about 17,000 children, including more than 4,000 infants, whose names *were* on the capitation schedules, and at least 10,500 whose names *were not* there. But why *should* all these children go away unexamined? and why should the number in average attendance exceed the number presented for examination by more than 3,000? It is in great part owing to no fault of the children or their parents or their teachers, but to the hard and fast line which allows no one to be presented who has attended less than 200 times! I believe that an alteration of this rule would not only increase the number who do pass the inspector's examination, but (a much more important matter) the number who are able to pass it.

Number individually examined too small due to the requirement of 200 attendances.

If a boy's parents move from one town to another he often enters or tries to enter a school near his new home less than 20 weeks before the close of that school's official year. In some cases (although these are not many) the boy is refused admittance, the funds of the schools not allowing the managers to provide education for those who cannot earn a Government grant for it.

But generally he is admitted, and is asked in what standard he was last examined. Suppose he is eight years old and passed in the second standard six months ago, he cannot be presented this year in the third standard, and the master is tempted to prepare him for that standard a year later.

The capitation schedules show that a child very rarely advances two standards in one year, and this is not won-

derful, as it is contrary to the pecuniary interest of both managers and teachers to allow him to do so.

Bad effects of this to children whose parents are migratory

The consequence is that the boy loses a whole year, and this is not all, for 16 months he is working below his real strength, and half the intellectual and more than half the moral benefits of the most important year of his school life are lost to him. In many, perhaps in most, schools these irregular boys see the more regular ones encouraged by the stimulus of a competition and the fair prospect of a prize, from which they are excluded, and by no fault of their own. Thus in many schools the regular scholars have all the encouragements to do their best, that a prescribed year's work, a teacher anxious to make them pass if possible, and a hope of commendation and reward can give. On the other hand the children, who from any cause are not able to make up the required 200 attendances, enjoy none of these advantages, and can hardly be expected to work with half the diligence of their more favoured companions.

The great aim of teachers, inspectors, and educationalists should be to give as many children as possible an amount of education which they are likely to retain, and which may be of real service to them in after life. Now, to make a child pass in one of the three higher standards, especially the sixth, is to secure this; to make him pass the third only is to leave it very doubtful, and to be content with one of the two lowest, is to give up all hope of his retaining what he has learnt many years. So long as the migratory habits of the wage-receiving classes continue, and the present restriction of the 200 attendances is maintained, so long I shall have the pain of seeing thousands of those I inspect leaving school, who have taken four years to pass two standards, or six years to pass three standards, who have never been obliged to put forth all their powers, and whose book learning will soon be forgotten.

Importance of making more pass in Standard VI.

It should be made the interest of all these boys and girls, and their teachers, that they should pass the sixth standard, and, if possible, should do so before they complete their 13th year. This is the very least amount of general education which will serve as a sub-stratum for that "Technical Education," which is being more and more loudly demanded for the younger artizans of this country. If the same privilege were conceded to the day school as is now given to the evening class, and all those who had attended 24 times (instead of 200) were allowed to be examined, and if successful to bring a grant to the school, I believe the number passing in the sixth standard would be doubled in less than two years.

How this might be done.

In the first place we should be able to examine nearly all the children who have made up the 200 attendances at two (or more) different schools; in the second place we should have those who have been kept away from school by a long illness or a bad accident which need not interfere altogether with instruction at home; in the third place we should bring in those who are half-timers unrecognized by any act. I examined (under protest) a boy last autumn, who attended school half the day and was employed the other half in domestic service, he passed creditably but the grant was, I believe, disallowed, although surely it is wise to encourage all such boys (and their teachers) to make the most of the few hours, which they can still spend in the school-room. If two boys have passed the fourth standard in their twelfth year, and one of them attends 24 times at a night school, and the other 50 times, whenever he can get a half day, at his former day-school; why should the first bring credit and a government grant to his school, by passing next year in the fifth standard, and the second be not allowed to do so? Many promising boys might, and would, thus be encouraged to prolong their connexion with their old school.

Unrecognized half-timers.

I would not give up without an equivalent the encouragement to regularity which the requirement of 200 attendances does in a measure supply. I believe however that 200 attendances, although too large for a *minimum*, is too small to entitle a child to be called regular. It only means that he has come to the same school 8 times out of every 17 occasions when it was opened. It would, I think, be far better to revert to the old minimum of 176 days or 352 attendances prescribed by the Original Code, a number still recognized, I am glad to say, in the scholars' certificates.

At present a scholar brings eight shillings to the school, provided that he attends regularly and satisfies the inspector in reading, writing, and arithmetic. But while his failure in reading, writing, or arithmetic deprives the school of *one third* of this grant, his failure in making up 200 attendances deprives the school of the WHOLE!

Suggestion.

I would suggest, if I may be allowed to do so, that failure in reading, writing, or arithmetic, should deprive the school of *one fourth* of the grant, and that failure to make up 352 attendances should likewise deprive the school of *one fourth*. If this suggestion were favourably received by your Lordships, the really regular children would bring the school as large a grant as at present, while those whose attendances were between 24 and 352, would under favourable circumstances bring a sum of six shillings. I do not

think such a change as I am suggesting could materially increase or diminish the whole grant, or that gained by any particular class of schools, while I believe that all the scholars, both regular and irregular, would be greatly benefited by the change. The presence of even a small number, much more of a considerable number of children, who are not being prepared for the coming examination, and whose daily progress is a matter of comparatively little importance, is an element of disorder in every class, and makes the maintenance of discipline doubly difficult.

Effects of Minute of 20 February 1867, on pupil-teachers,

Two years ago, I pleaded the case of the best scholars, those who had already passed in the sixth standard, and I asked for an additional grant to small schools, if they employed a pupil-teacher. Your Lordships' Minute of the 20th February, 1867, gave me more than I had ventured to hope for, and with the most encouraging results. The number of apprentices in my district, on the 21st January, 1867, was 202; it is now 311. Allowing for the slightly increased size of the district, this is an advance in two years of 50 per cent. The following table will show how they are divided:—

Year of Apprenticeship.	5th.	4th.	3rd.	2nd.	1st.	Total.
Boys - -	12	16	21	30	23	102
Girls - -	21	30	37	54	67	209
Total -	33	46	58	84	90	311

Of those who were candidates for admission into training colleges, five boys and ten girls are placed in the first class, two boys and six girls in the second. Of the 247 successful male candidates, Joseph Knight, of the Coventry Holy Trinity boys' school, is fifth; and Elizabeth Sumner, from the Ladywood St. John's school, is fourth among 479 successful female competitors.

and on schools.

The good effects of the new Minute, in inducing teachers to resume the study of geography, grammar, and other like subjects, are by no means confined to the schools which have succeeded in obtaining the extra grant. I believe the number of these successful schools in my district would have been much greater than it is had I been less stringent in my examinations. My method has been to have a list of those presented lying before me, and to make the children sit round my table in the same order. I then ask the first child a question, and if he answers it correctly, give him a good mark; if he does not answer it rightly, I pass on to the second child, and so

Mode of examination.

on until I have been round the class six times. I then send all to their seats who have either more or less than two marks. I then give the remaining children a seventh chance. If the number who have obtained three marks be less than three-fourths, I do not feel myself at liberty to recommend the extra grant.

Suggestion as to presenting selected children from several classes,

not all from the first class.

The schools do best in this examination which present selected children from several classes. In every class there are forward children who find no difficulty in the rudimentary subjects, and who may well devote an hour a day during at least half of the official year to the study of the extra subject. On the other hand, a dull lad of 11 or 12, who failed last year in two subjects out of three in the third standard, has as much as ever he can do to prepare himself to pass in the Revised Code examination in the fourth standard. To try to make such boys pass in geography or grammar also, is to imitate the dog in the fable who lost the substance by grasping at the shadow.

Success of schools in obtaining the new grant.

Out of 86 schools under certificated masters only 24 have obtained the full extra grant; and only 13 out of 80 under certificated mistresses.

Religious knowledge.

Examination in it.

I do not like to conclude my report without repeating my opinion that in most of my schools the religious instruction is satisfactory, and in many it is thoroughly good. There is no part of the examination which is more interesting to the children or their friends, and certainly none which is so gratifying to myself.

Writing and drawing.

In many of my schools the caligraphy deserves special praise, and the freehand drawing is excellent in not a few.

I have the honour to be, &c.

H. M. Capel.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* REV. C. D. DU PORT, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* BERKS, HANTS, OXFORD, SURREY, *and* WILTS.

MY LORDS, Albion Place, Reading, September 1, 1868.

I HAVE the honour to submit the following Report concerning the schools in the district assigned to me.

Extent of district.

My district comprises the greater portion of Berks (excluding its northern part), a northern portion of Hants, and a northern portion of Wilts; with three Oxfordshire, and three Surrey parishes.

I took charge of this district in January, 1867.

I have visited in all 166 different parishes or ecclesiastical districts, comprising 223 separate schools, or departments of schools under separate teachers. In Berks 71 such parishes and 105 school departments; in Hants 36 parishes and 44 departments; in Wilts 56 parishes and 71 separate school departments; in Oxon 1, and in Surrey 2 separate ecclesiastical parishes and the same number of separate departments. Of these 223 separate departments of schools, 33 (distributed over but 30 different ecclesiastical parishes) were in the charge of teachers who, being uncertificated, are not recognized by your Lordships so far as grants of money are concerned. My right of entry into these schools, as your Lordships are aware, is generally grounded upon the fact that government aid was given towards their building funds. In some cases I visited these schools by special invitation.

Schools visited not under certificated teachers.

I will proceed to speak at once of these 33 schools under uncertificated teachers. Of these, 12 are in Berks, 10 in Hants, and 11 in Wilts.

I have classified them into four divisions, viz.; *good*, of which in Berks there is one (which is very good), in Hants none, in Wilts none; *fair*, or *pretty fair*, of which in Berks there are two, in Hants four, in Wilts none; *indifferent*, of which in Berks there are five, in Hants one, in Wilts six; and *bad*, of which in Berks there are four, in Hants five, and in Wilts five.

Summary of the working value of schools not under certificated teachers.

Thus out of these 33 schools under uncertificated teachers, *one* only is *good; six* are *fair* or *pretty fair; twelve* are *indifferent;* and *fourteen* are *bad.*

Looking, however, at the question of extending aid to schools of this class there is one point of importance that should not be forgotten; it is this:—Only three of these schools had any certain expectation of an inspection for more than three weeks before my visit; and none had the tempta-

tion of a money grant to induce them to work up for a successful or creditable examination. I do not think that the temptation of a money grant, and the stimulus of inspection could ever make one of the 14 *bad* schools become at all effective under its present teacher; but I estimate that about half those that are now classified as *indifferent* could thereby be stimulated up to *pretty fair;* and I think about half of those now classified as *pretty fair*, could be raised up to *satisfactory.*

I think it right to state that in the majority of these 33 schools, I am quite as dissatisfied with the religious as with the secular instruction. There is almost as great and almost as fatal a want of system in the religious instruction, as in the reading or the sums. The catechism is most probably learned *memoriter*, but it is repeated generally quite without intelligence, and is droned out almost unintelligibly; and where Bible stories are taught, and not merely read, the style of answering is generally a mere simultaneous bawl in response to either *leading* or *stereotyped* questions, and implies now and promises for the future practical ignorance on the part of the children individually.

The best subject taught in these schools is writing; spelling is very lame almost always; but not unfrequently copy book writing is very fair; reading is almost invariably both unintelligent and unintelligible. In at least five of these schools the Bible with its difficult style and many hard words and names was the only class book used for reading lessons.

Summary of the working value of schools under certificated teachers.

I will now at once subjoin for purposes of comparison, a tabulated estimate of the condition of the 190 schools under certificated teachers that have been inspected by me.

Of this number 93 are in Berks, of which 39 are good or pretty good; 34 fair or pretty fair; 18 indifferent; and two bad: 34 are in Hants; of which 10 are good or pretty good; 12 fair or pretty fair; eight indifferent; and four bad: 60 are in Wilts; of which 30 are good or pretty good; 15 fair or pretty fair; 15 indifferent; and none bad. One is in Oxon, and is fair; two are in Surrey, of which one is pretty fair, and one indifferent.

Comparison between the working value of the schools under certificated teachers and of those under uncertificated teachers.

Thus my experience of schools under certificated teachers (gleaned from the inspection of 190 separate departments of schools) gives the following decimal approximation to a percentage of good, fair, indifferent and bad schools, viz:—

Good - 41·57 per cent.	Indifferent 22·1 per cent.
Fair - 33·15 „	Bad - 3·1 „

Whilst my experience of schools under uncertificated teachers (gleaned from the inspection of 33 separate school

departments) gives the following as the decimal approximation to a corresponding per-centage, viz:—

Good - -	3·03	Indifferent -	36·36
Fair - -	18·18	Bad - -	42·42

It is also only just to add, when reviewing this comparison between schools under certificated and uncertificated teachers respectively, that a considerable proportion of the schools under certificated teachers that I have ranked as indifferent and as fair, will, under the stimulus of inspection, rise to the class next above their present merits.

It is further essential to a fair balance of the relative merits of schools under these two classes of teachers, to remember that my 33 schools under uncertificated teachers may be expected to gain a much higher character than would be the case with the mass of such schools throughout the country, inasmuch as in almost every case of the 33, there has been an educational interest stirred up in the parish to be measured by the fact of government aid having been called in to assist in providing decent school accommodation.

Review of the progress of education throughout my district.

I now proceed to a review of the educational condition of my district generally.

It comprises (neglecting all hamlet parishes of less than 100 souls) 297 parishes with a total population of 281,055 souls.* Of these, 110 parishes (containing 185,962 souls) possess schools under certificated teachers; whilst 187 parishes (containing 95,093 souls) possess either no school at all or else schools under uncertificated teachers. Almost all these 187 parishes, as is evident by their small aggregate population, are rural.

Concerning education in these parishes, I cannot refrain from expressing my very deep regret that it is wholly out of my power to acquire detailed knowledge. That many of them are quite without schools I cannot doubt; and it is to be remembered that, according to my above table, over 42 per cent. of those that have schools are none the better for them, whilst the schools in 36 per cent. more, are only indifferent.

These statistics seem to point out then at once both the strength and the weakness of our existing educational system; for of the 110 parishes that it has reached, and that possess certificated teachers and regular inspection, only 3 per cent. have bad schools; but in the case of the mass of the above 187 country parishes, we lack authority for any individual investigation as to the actual extent of their educational barrenness; and we lack the power of taking an

* I here have used the Poor Law Board Parliamentary Parish Returns.

educational initiative in those that actually have been locally too weak or too careless to provide properly for the education of the labouring class, of which, according to my above table, there are above 42 per cent., exclusive of some in which there is no school at all.

Report concerning schools regularly visited for annual grants, being under certificated teachers.

I now proceed to speak of those schools that I have visited under your Lordship's instructions with a view to annual grants, they being under certificated teachers and working in accordance with the Revised Code. First, I subjoin certain statistics of parishes in my district possessing schools of this class. The school pence for the year amounted to 3,705*l.* (this sum is distributed over 125 schools under separate management). Voluntary subscriptions amounted to 7,655*l.*, and endowments to 763*l.* Other special sources contributed 523*l.* Government capitation grants amounted to 4,886*l.* The average cost per scholar in attendance throughout these schools is 1*l.* 7*s.* 1*d.* per annum.

(N.B. It is interesting to note that the average cost per scholar in the schools under uncertificated teachers, 42 per cent. of which I classify above as bad, is 1*l.* 4*s.* 6¾*d.*)

Taking the average for all the parishes in which certificated teachers are employed, I find that the proportion of children whose names are on the school registers as present members of these schools, is over one-tenth of the total population.* Of 18,896 children on these school registers 205 are over 14 years old, 411 over 13, 875 over 12, 1,329 over 11, 1,701 over 10, 2,041 over 9, 2,228 over 8, 2,313 over 7, 2,254 over 6, and 5,539 under 6 years old.

The working of the Revised Code.

I ought to be specially qualified for the criticism of the Revised Code, for I was connected for two years (the last two of the Old Code's existence) with what was then considered a first-rate London school, and on the coming in of the Revised Code I left England and remained in India for four years, so that on taking up my present work I came upon the Revised Code in the full working order of its fourth year's existence.

In that time, as I can unhesitatingly aver, it had in most schools remedied what I had always realized as the special blot upon the old system.

The Old Code worked admirably so far as the cleverest and oldest boys in a school were concerned. I dare say that at this moment our New Code schools could not as a rule send up equally successful candidates for prizes in Euclid or in history. But under the Old Code the lower classes re-

* This is a satisfactory proportion; for, whilst "population" here includes all the dissenting denominations, no schools connected with these denominations are here taken into account.

ceived a very small share of the head teacher's care, and the duller children in the first class went to the wall in favour of the more interesting work of carrying on the elder and cleverer ones in their more advanced subjects. Now the mass of our children stay so short a time at school that they become perhaps not all, or perhaps only for a very short time, members of the first class; if therefore they are not well taught and trained in the lower classes they will never be taught at all. Again, of those in the first class of a school the cleverer and more advanced ones are just those who are able to carry on their own education with least aid from their teacher; whilst the duller and more backward ones are those whose only chance depends upon a teacher's more than ordinary pains. If they leave school unimproved they will forget everything, whilst the cleverer and more advanced ones on leaving school will naturally follow up an education in which they have learned to find much pleasure. Here was the weak point of the old system; here lies the strong point of the new. *Now*, we press as closely into the grounding work of the junior classes as we do into the more interesting instruction of the elders. *Now*, we do not understand by a good school a school that can turn out 5 or 6 per cent, very clever scholars; but we say of a school in which 5 or 6 per cent. can win prizes in all manner of subjects, whilst 94 or 95 per cent. are learning nothing well and are developing no intelligence, that the school is bad, and that it quite fails in its duty as an educator of the people.

The evil of mere simultaneous answering lessened under the Revised Code.

In another point, very similar to this, I see daily the advantages of the New over the Old Code. In the oral lessons under the Old Code, whether in geography, history, or scripture, it was very generally the fashion to allow a whole class to call out its answers altogether; hardly ever were the children pressed to answer one by one, and the evils of that system hardly need to be pointed out, they are now so patent to those who have seen the individualizing work of the New Code. I have seen, under the Old Code, a first class take visitors by storm with their ready replies (all with one voice) to their teacher's oral questions; but what was this generally worth? As a rule, in a class of 30, there would be five or six sharp children who alone learned anything individually, and they would start the answer to the teacher's questions, whilst the rest of the class, catching the cue from them, would co-respond with them. Take out those five or six clever children and the class, even collectively, could answer nothing.

And the weakness of that exclusive use of the simultaneous system in oral teaching is, that as all are to reply in chorus

all must use the same words; hence arises a stereotyped form of question and answer which may succeed in developing memory but which must fail to awaken intelligence. The individualizing system of the New Code is rapidly removing from our annual grant schools this most fatal defect in oral instruction.

Instruction in higher subjects, *e.g.* geography, &c. increased by the new Minute of February 1867.

It has been said, however, that the Revised Code by its demands for individual grounding in reading, writing, and sums has lost to us the intelligence-awakening influence of the Old Code's favourite subjects, geography, grammar, and history.

I consider that up to the coming out of the Minute of February 1867, in which extra money grants were connected with the successful teaching of such subjects as the above, the Revised Code quite rightly ignored them. The gross want of lower class accuracy that obtained under the Old Code was only just being worked off by the end of 1866; and indeed there are still many schools in which the lack of good grounding has not yet been removed, and for which the time for introducing extra and higher subjects has not yet therefore come.

First let a school be thoroughly in working order from top to bottom as regards accuracy of elementary grounding, then extra subjects, such as history, geography, or grammar, can be introduced; and that not only without creating any risk of the children's failing in our individual test of their successful grounding in elementary subjects; but, by stimulating their intelligence, these extra and higher subjects of instruction will make them infinitely more self-confident and easy under an inspector's examination.

I anticipate much success from the new Minute of February 1867 on these extra subjects; I am disappointed in the number of schools that have hitherto succeeded in obtaining its money advantages; they are still few; though they will, I already see plainly, increase largely in number even by next year; but I am even surprised at the number of schools in which the new Minute has proved itself a most successful engine in my hands for inducing the managers and teachers to introduce instruction in one or other of these higher subjects.

Proposed extension of Section 2. of the new Minute.

I very much desire (and have very often heard the wish expressed) that the new Minute of February 1867 were expanded further, so as to allow not only of a child's bringing a capitation grant to its school for a successful examination in an extra subject *once* after passing Standard VI. of the Revised Code, but so as to allow a grant for its passing, say the first year in geography, and again a second year in

grammar, and again a third year in history; for thus a temptation would be held out to managers and teachers to induce children to remain at school for one or two or three years after they have passed our Standard VI.; and I unhesitatingly believe that that money so laid out in capitation grants would be very much more successfully expended than the money that we now are willing to pay for the instruction of children in our night schools that are open for only about three months out of every twelve. It is possible, too, that such capitation grants for these elder children in extra subjects might with advantage be allowed for 100 attendances on their part, instead of the 200 attendances that we rightly demand for children passing in the standards of elementary instruction laid down in the Revised Code; and then this extension of the new Minute might be useful as an experiment, showing whether in agricultural districts some half-time system would not be introduced by managers in the case of these elder and more advanced children, in order to make up their 100 attendances, that might help towards the solution of the very difficult problem of working as a general principle a half-time system in agricultural parishes.

Extension of new Minute useful as a feeler towards an agricultural half-time system.

Whilst on the subject of the new Minute, I think it only right to lay before your Lordships the following copy of a resolution forwarded to me by the Reading and Henley Schoolmasters' Association, which was moved and seconded by two of the Reading vicars, and was carried unanimously:—

The new Minute in its relation to drawing.

"That while in the opinion of this meeting a knowledge of the principles of drawing would be of great practical value to the children in our schools, not only as giving them the rudiments of a useful accomplishment, but also of that which would practically assist them in their future professions; we also feel that as no cognizance is now taken of any instruction given in this subject by Government Inspectors of the Committee of Council on Education, it is undesirable to press the introduction thereof in our schools. It would, however, be most desirable if the Committee of Council would recognize a knowledge of free-hand model drawing and also geometry among the children as tending in a great degree to advance the general purposes of education."

The upshot of this resolution, as explained to me by one of the clergy who was instrumental in drawing it up, is this, viz., a wish that drawing should be allowed to bring the extra grants offered by the new Minute of February 1867, just as they are now earned by geography, history, &c.

And the way in which it was thought that drawing might come into the working plan of the Minute is this, viz., that in a school of say an average attendance of n boys, where a class of one-fifth n boys learn drawing from a master recognized by this Department as a teacher of drawing, the

advantages of the new Minute should be conditionally allowed if not less than three-fourths of that class show to Her Majesty's Inspector on the occasion of his visit individual certificates of their having made a year's progress in drawing, signed by the official examiner recognized by the Department of Science and Art.

And further, it was wished that in a school where four or five boys only learn drawing, and where one-fifth of the average attendance, less those four or five, learn some other higher subject, *e.g.*, geography, those four or five boys (if possessed of proper certificates of their due progress in drawing) should be added to the number of those who in the other extra subject satisfy Her Majesty's Inspector's tests, so as to bring up the total number of children successfully taught an extra subject to the proportion required by the new Minute, viz., one-fifth of the average attendance.

Reading, writing, and arithmetic in our Annual Grant schools.

I now proceed to speak of the working of our annual grant schools as regards the more elementary secular subjects. The total number of children belonging to such schools present at my examinations throughout the year just ended was 15,526. Of children over six years old examined individually for a grant of money, the number was 8,629, of whom 6,480 passed in reading, 6,859 in writing and spelling, and 6,203 in arithmetic. These results (looking upon the class instruction in any subject as *fair*, if three-fourths of the class pass successfully in it) point to the elementary instruction in our schools under certificated teachers as reaching a satisfactory average; for reading about fulfils this *three-quarters* test, writing overpasses it, and arithmetic falls somewhat below it. The larger proportion of failures in this last subject is due to the admirable rule that binds Her Majesty's Inspectors to give out every sum by dictation, and so requires children to be grounded with great intelligence and precision in the science of notation. I have heard it more than once objected to our arithmetical system of examination that it tests notation rather than arithmetical rules; but for my own part I fail to see the use of a child's being able to work any rule if he cannot write out for himself correctly in figures, for the purpose of subsequent calculation, the number of sheep or acres or pence upon which he is desirous of exercising his powers of addition, subtraction, multiplication, or division.

I make it an universal practice in the case of each of the upper three standards, to dictate one out of the three sums set in the form of a written problem or question involving one or other of the rules required from that standard, so that their arithmetical examination may test not only precision of

work and accuracy of notation, but also intelligence as to the practical working of every rule, and I find this practice a most effective reminder to teachers of the duty of inculcating something more than a mere *rote* knowledge of arithmetic in their schools.

Reading is progressing on the whole satisfactorily. My 6,480 passes must not be understood as implying that in every respect I was always satisfied; they imply that the reading was correct, not halting, and intelligible to me without book; but in many cases there still remains a more or less monotonous lack of modulation and expression, which (specially in our agricultural parishes) takes a long time and costs a teacher much labour to work off, but the loss of which is one of the best indices of an increased refinement and intelligence in a parish; and I am happy to report that I rarely if ever find my criticisms on this point to have been without an effective response from the teacher on my subsequent visit to a school.

I have to complain (as I observe is the case with many of my colleagues) of the very poor provision made almost universally for teaching our children to read poetry; I hardly ever see a full enough or a well chosen enough collection of poetical pieces for Standard V. The dryness and absence of narrative so often noticeable reminds me but too frequently of my own experience at 10 years old, when a preceptor of university standing and of high repute, endeavoured to develop poetical sympathies within me by making me learn *memoriter* unexplained pieces of Milton's "Paradise Lost."

Infants' schools, and appended infants classes in National schools.

I have examined 2,793 infants under six years of age; and believing as I do that in the education of the masses too much importance cannot be attached to early grounding, I have bestowed especial care upon this department of my work. It is very rarely, if ever, that I have had to classify as indifferent an infants' school separately organized under its own certificated mistress. These schools do their work well as a rule; they cultivate intelligence, develop accuracy, and inculcate early habits of order and discipline. Moreover, in case of any such school being found manifestly deficient, the Revised Code, though it does not require any individual examination of the children, provides a suitable lever for raising its efficiency; for it allows of from one to five-tenths being mulcted from its grant. The Code, therefore, in the main works well as regards these infants' schools. But there is one point in which the Code appears to me to fail very seriously as regards children under six. It is in the very common case where an infants' class is appended to a boys' or a girls' school. So long as such a class does not exceed

40 in number, the infants bring in capitation grants to the school; and their capitation does not depend, as is the case with the elder children, upon individual examination. We have, therefore, no check upon that appended infants' class in a boys' or girls' school, short of withholding the grant for those infants altogether in case of their being definitely lacking instruction suitable to their age.

But very commonly I find in a pretty fair boys' or girls' school, an infants' class very poorly organized and very poorly taught; nominally superintended by the head teacher, but doubtless practically left to mere rotation monitors (next to useless) from the first class. In such a school individual failures under examination cut down the grant for defects in the elder classes; but the infants' grant of 6*s.* 6*d.* per child under six years old is paid in full. Now I do not advocate as a general rule and practice the individual examination of these infants under six; they are too young perhaps to bear that test; but I do advocate that as a class these infants should be dealt with separately from the rest of the school; and that without passing or rejecting them individually we should test and specially report upon the instruction of the one, or two, or three, divisions into which they are classified; and that we should reduce their collective capitation grant by one or more tenths according as we have to report their organization and instruction to be more or less imperfect.

Then we should be free from what I cannot but regard as a blot upon our present system, viz., that money should be given at the rate of 6*s.* 6*d.* per head for children upon whose instruction nothing like that amount is being expended by the school managers.

If some such system of special dealing with the infants' capitation grant were introduced, managers would be afraid to let the teacher of the boys' or girls' school fulfil the mere letter of the law by nominally superintending the infants, whilst their actual instruction is indifferently worked by inadequate monitors; whereas now, so long as the letter of the law is kept, and the instruction of the infants under six is not so bad as to warrant either the confiscation of the entire capitation grant due for them, or of a tenth of the grant due upon the school (otherwise in good working order) as a whole, managers get 6*s.* 6*d.* a head for their infants' class, which is taught in a way not in the least proportioned to this expenditure of money.

I venture to state as my opinion that the present rate of capitation grants for infants under six is more than liberal enough; and indeed that, considering that 4*s.* per infant in

average attendance is paid extra to the 6*s.* 6*d.* capitation grant; we are now paying very much more for these infants' classes, appended to boys' or girls' schools and not under certificated infants' mistresses, than is expended upon their instruction by school managers.

To one other point concerning infants' classes I must yet refer:—I mean the including of mere babies in the capitation schedule. At the risk of no small unpopularity I have resisted this practice; almost without exception I have struck out the names of children under three years old from my capitation lists; and frequently in imperfectly organized classes, I have (from lack of the power of recommending a deduction from the infants' capitation grant) felt obliged to exclude infants of above three years old from a capitation grant; where I have found them learning nothing and practically behaving as babies. The fact is, that the presence of mere babies is ruinous both to the order and the instruction of an infant class; they cannot follow a teacher's lesson; they cannot keep quiet; they will often cry; they continually distract the teacher in her work; their example is sadly contagious with their little neighbours who are but just themselves emerging from the restlessness of babyhood.

If, as I hope earnestly, it is proposed to introduce a special regulation into the Code upon this subject, I would urge that it should be that no cognizance shall be taken by this Department, in the matter of grants in aid, of time spent in school by children previous to their having completed their third year of age.

Instruction in needlework.

One other point of secular instruction remains to be spoken of — *needlework.* I am not satisfied with our relations with this department of instruction.

I confess its importance, though I venture to believe that a much too exclusive importance is attached to it by most critics of girls' education whom I meet. We do not teach any special "*industry*" to our boys; and yet, in a majority of schools, girls are made to spend *two consecutive weary hours* out of the *five* hours of the school day upon this one special "industry."

Most lady critics of the subject seem at first disposed to believe that *time* spent at needlework, and that only, is the way to success. That position I cannot at all allow. Like all mechanical arts, time, in order to give practice, and by practice ease and skill, is more essential in needlework than in arithmetic or geography. But the finest plain needlework in my district is to be found in schools where it is admitted that *system* is quite as essential as *time;* and where certainly

not more than one hour and a half daily, at most, instead of two hours, is given to this one out of the six separate subjects that have to be worked up in the school day of five hours.

I am sure that if girls' schools were always divided into two divisions for needlework, and that the sempstress were to teach each division (duly classified) for one hour every afternoon, a great deal more would be learned by the girls from her,—firstly, because she would have only half as many to attend to at one time; secondly, because they would not become listless and weary over two consecutive hours at one sedentary occupation; and they would then, moreover, gain one hour daily for their other lessons.

I so feel the importance of this, aad have so seen the hurtfulness of the *two hours a day* system, that I earnestly press for a law requiring that our National school time-tables shall never assign more than one hour and a half daily, at most, for a first class of girls, nor more than one hour daily for a junior class of girls, to this subject; and that the sewing mistress shall not take all the classes of girls in the school at one time.

I propose that more time be given to needlework in the case of a first class of girls, because to them, either in paper or in stuff, "cutting out," quite as much as sewing, should be systematically taught; and this, I regret to say, has not (until urged by me at inspection) been the case in the majority of our schools.

Schools of mixed boys and girls.

Almost all our country schools are mixed schools, *i.e.*, mixed classes of boys and girls under either one master or one mistress. The mixed system works admirably. I have never, I think, heard any school manager suggest danger from this intermixture of the sexes. I have frequently heard it urged that thereby a brotherly and sisterly phase of feeling is brought about from constant familiarity as rivals at lessons, &c. Undoubtedly, too, the girls in the *mixed* system gain from the boys' superior natural disposition for arithmetic; unquestionably the boys gain still much more from the girls' very much greater power of reading well, and of answering oral questions with neatness of words and refinement of manner.

Needlework in these mixed schools.

My object, however, in alluding to the mixed system was its relation to this subject of needlework. Conceive in a mixed school under a master the aggravation of work caused to him by the girls in every one of his classes being removed from class work every afternoon for the two hours of needlework, whilst their class-fellows, the boys, are going on without them with two hours' instruction in various subjects. According to my proposal, that each half of the

school-girls should have one hour's separate instruction daily in needlework, this difficulty would be greatly lessened.

Next comes the case of a mixed school under a mistress, which carries with it one special point for criticism to which I entreat your Lordships' attention. In the mixed school under a master (he not being able to sew, fortunately,) a sempstress, either his wife or sister, or else a woman chosen from the village, is provided to teach the needlework, which, to be taught well, calls for (as all will admit) continual supervision over the children's handiwork on her part; and while she works her girls in sewing the master is free to work his classes in lessons. But take the case of a mixed school under a certificated mistress. I have only once known an instance in which a sempstress was provided to assist her. Unfortunately for her school the certificated mistress, being a woman, can sew, and so she is left to supervise carefully the sewing work of her girls, and *at the same time* to discharge the duty of teacher to the rest of her school in reading, sums, or other subjects. The result is that either she is worn out by distraction in her work, or else one or other of these departments of duty is badly attended to. Now, what I urge is, that in mixed schools we should, where they have a mistress, compel the managers, under pain of a reduced grant, to do what in the case of a master they are naturally forced to do, viz., provide a sempstress who shall, under the mistress's directions and organized plans, undertake all the responsibility of teaching the girls to sew, &c., well; leaving the mistress free to work her boys, and those of her girls not belonging to the then sewing division of the school, in their regular lessons.

Religious instruction.

Next I have to speak of the question of *religious instruction.* Upon this subject I confess I have had both to review and revise first impressions. For the first few months of my inspectorate I was disposed to hold the religious instruction of our National schools in somewhat light esteem. I felt, as many others have, that in our National school teachers' so-called religious lessons or examinations there was very little religion, properly so called. My impression was that the religious instruction in most schools might avail much towards teaching the geography of Asia, or the history of the Jews, but that it failed altogether as regards religion proper. I remember a case where, in an infants' department of some 40 children, I asked the teacher, by way of starting some religious lesson, to let the infants sing some simple hymn (the teacher was an untrained assistant in a certificated master's mixed school, paid for teaching one of those appended infants' classes above referred to); she at once

responded to my suggestion, and, seizing her cane, shook it in the face of her little flock in the gallery with an expression that must have made every individual hair of every individual child to stand on end, and in a voice as harsh as one imagines that of the "file" in the fable to have been, she snapped at them the words, "*Now sing 'Christ is merciful,' will ye.*" There was not much religion in that infants' class's religious instruction, all will admit. And sometimes there is not much more direct religion traceable even in a good teacher's good lesson upon the Flood, or Joseph, or the Trinity, or even the Saviour.

But I was too hasty in my condemnation of the system, notwithstanding. In the first place, could it be expected that a teacher, nervous and self-conscious because of the presence not only of an inspector, but of clerical and other managers, should be able to give a directly religious tone to his or her religious examination? Would not anything of the kind sound very artificial, very like cant, and be really an offensive showing off of the children's paces and of the teacher's skill in matters too delicate and sacred (if real) to be paraded for exhibition?

Therefore, whilst thankful and glad if in a teacher's style I detect reason for believing him or her to aim not at mere mental knowledge, but also at a moral application of religious facts, yet I am not foolish enough to expect that before official visitors a teacher shall show off the actual religious earnestness of himself or herself, or the actual religious response and interest of his or her children.

This objection against our religious instruction, then, I consider to be thus very much modified; and I hope and believe that in many cases there is much more *religion proper* in our teachers' daily instruction than appears on the surface of their official examination of their children before their managers and myself; at which time they are thinking (and naturally) somewhat exclusively of showing off their children's intelligence and acquired knowledge. But further, on deeper thought into the matter, I am now disposed to believe that even if this were not so, *i.e.*, if every daily Scripture lesson were a mere hard, scholastic, well disciplined, intellectual exercise of his class by its teacher, even then direct moral and religious good might fairly be attributed to "religious instruction" in our schools. For undoubtedly to take up a Bible or a Prayer Book is to us, because of our associations and early training, a reminder of our religious concerns. I can conceive that the mere sight of a Bible might, from its appeal to early instincts and feelings, even stop a criminal in some particular act of crime. Now, taking

no higher ground than this, I believe firmly that the fact of our teachers having to teach the story of Abraham, David, St. Peter, or St. Paul, or still more the story of the life of Christ, is to them a continual reminder of a moral and religious debt owed by them to their children; and perhaps contributes no small influence towards making them realize the duty of making their classes ashamed of copying or underhanded work in school, and of rude or gross expressions or conduct in the play-ground.

If this is the only actual religious element to be connected with our "religious instruction," I maintain that it is no contemptible one.

I have yet one other aspect in which to speak of this subject. We would be very serious losers indeed *intellectually*, if we were to slight the influence of oral religious instruction in our parish schools. In numbers of our rural parishes these lessons are the main engines for developing intelligence. In reading the children have the words before them; they are not *their* words: in writing, the words are provided for them by dictation or copy; again, they are not *their* words: in sums the figures are given to them, and the rules too: but under brisk, graphic, intelligent teaching and examination in religious stories, the children have to follow an old familiar story in new easy language; and have to answer their teacher's questions as to these stories, not in a stereotyped form of words provided for them, but each individually in its own style and words; and thus our children are taught by these lessons to speak good grammar, to express their ideas in appropriate and simple language, and to deliver their answers in a bright tone properly accented and modulated so as to be readily understood not only by their teacher but by all their classfellows.

Now add to this the further consideration that in scripture lessons, as much as in any history of England, we have historical intellectual exercises; and also that there are to be found abundant geographical intellectual exercises; and add further the consideration that moral and ethical lessons abound as deductions from every story; and further, that the teacher by long familiarity is so thoroughly at home in these lessons that he or she can twist and turn and expound them till the dullest child has taken them in, in a way that is impossible in other more abstruse subjects, and every impartial critic will I believe, agree with me in suspending a too harsh criticism of this department of our national instruction, and in desiring that either by direct legislation by your Lordships or through a dis-

cretionary power exercised by us inspectors, a thoroughly systematized and graduated plan for religious teaching, corresponding to the standards laid down in the Revised Code for secular teaching, be introduced as part of our national system in its relation to schools not purely secular. As my chief complaint in this department of instruction (specially in the New Testament lessons) is a want of systematized sequent grounding, I have no doubt but that the official publication of some such organized plan for the religious teaching of the several classes in our schools, would speedily render it a very rare thing for a school to fail (at any rate in an intellectual point of view) in this department of its work.

Pupil-teachers.

There are employed in my district 111 pupil-teachers. I find it difficult to induce managers to apprentice lads or girls in many a country school, where the want of the help of a trained helper is manifestly needed by the teacher. In many strictly rural parishes it is difficult to find a boy fit for the office; girls fitted by manner for the work of teaching are much more easy to find than boys. Boys are more ungainly, have less "presence," and are naturally as a rule less able to interest and quietly to control a class than girls; therefore boys fit to apprentice are not easily found.

Cause of scarcity of pupil-teachers.

But where a boy or girl of promise is to be found it is often difficult to induce the managers to apprentice one. The parents sometimes are in the way; the school funds sometimes are the managers' plea for inaction. But where either parents or funds hinder, it is, I generally find, the prospective five years' bondage that is the cause of anxiety.

The parent fears that when three or four or five years have been lost, so far as preparing for some other employment goes, his child may be finally proved, either professionally or intellectually, unfit for the career of a teacher. The managers fear that the funds of three, four, or five years hence may not be equal to the higher stipend pledged to the pupil-teacher at that time.

Remedy proposed; "Recognized but unapprenticed trained monitors."

It appears to me that the signed and sealed indenture is the bug-bear both to parent and manager in these cases, and I venture to suggest as my firm belief that if your Lordships were to keep every one of our departmental laws concerning pupil-teachers unchanged, excepting only the law requiring them to be formally bound by indenture, that one law being wholly abrogated, we should not only not lose one single teacher now in employment, but we should win to our official examinations, and bring under our official criticism, and imperceptibly hand over to our certificated teachers for regular instruction and professional

training, numbers of youths of both sexes who are now working as unrecognized, untaught, and untrained monitors in our schools.

Many a parent who fears to sign the five years' indenture would let his boy or girl go on for a year or two of trial as recognized monitor, and if his child were manifestly satisfying the inspector and showing evident fitness for the work, that parent would never think of taking his child away from the profession, but would gradually and by slow but sure degrees get to value the office of national school teacher as the special opening adapted for his child's future.

Under this arrangement too the managers would not fear for their school funds. The young monitor recognized by the government (but not apprenticed) after due examination, cannot at first claim high wages; and as he or she grows on, trained and taught to a second, third, fourth, and at last fifth year's experience, the managers will feel the growing value of that assistant's help, and realize that the government grant upon examination must have been much the larger for that help, and will therefore feel no hesitation about paying that assistant a proper remuneration. But now managers have to pledge themselves to the higher stipend due for a pupil-teacher's fifth year's growth in experience at a time when they are not at all sure that the candidate they are apprenticing will ever become of any real use and worth as a teacher.

By this proposal a very great gain would be made in a vast majority of my rural schools, for I constantly find the only assistance to be that of two or three monitors whom now we do not recognize as a Department, and whom therefore the teacher neither trains nor educates with any care, but most of whom under this proposal would be offered to me for examination and be instructed systematically in the science of class teaching. Moreover, my suggested remedy proposes no radical change of practice; I would have monitors offered for a first examination just as candidates for a pupil-teachership now are presented, only at 12 instead of at 13 years of age completed; and if passed, I would have them recorded on an official list of recognized "trained " monitors," to be examined and reported upon yearly just as pupil-teachers under our present plan, and *so long only as the yearly reports upon them are satisfactory*, I would allow such monitors to bring the very same monetary advantages to their schools (both under the new Minute and in other respects) as are now brought by pupil-teachers, and to enjoy the very same privileges as regards sitting for the certificate examination as are now enjoyed by apprentices.

Night schools.

I had wished to offer several criticisms upon the working of our *night school system*, which I cannot regard as in all respects satisfactory; but the length of this report warns me that this subject had perhaps better stand over in part for the next occasion on which I am permitted to address an official report to your Lordships. I will therefore but notice one or two points under this head. I fear that in no small number of cases youths are presented at the night school examinations at the close of every season, in standards a good deal lower than their standard of attainments; and where this is the case the examination does them no good; it in no wise stimulates them during their season of work for one thing, and it in no wise tends to show them their weak or failing points for another. To make my point the clearer I will state it in the exaggerated form in which I once found it existing in a night school that in other respects was decidedly above the average. Boys able to read easy narrative, to spell fairly easy sentences from dictation, and to work at any rate easy sums in simple rules, were examined in Standard I., that is, their capitation was paid upon an examination as to their power of reading monosyllables, adding and subtracting numbers not involving a figure, even in the answer, above 10, and making the alphabet letters from dictation.

Youths presented at night-school examinations in subjects much lower than those which they have actually been studying.

To obviate this I beg to suggest the advisability of adding one extra certificate to those already appointed for signature by night school managers, viz., that every boy has been presented for examination in subjects in which during the then closing school season he was actually being instructed.

Standard of night-school examiners too lax.

One other point of great importance I must advert to. As your Lordships are aware the night school examinations are now held almost universally by promiscuous clergy or gentry residing in or near the parishes where night school work has been going on during the winter season, and these examiners are authorized to mark passes or failures in reading, whilst they transmit the pupils' sums and dictation to Her Majesty's inspectors for revision.

Now in my district these examiners passed this year in reading over 90 per cent. of those presented, whilst in my day schools I passed but just over 75 per cent., and I can testify that reading is as bad in the night school as in the national school; moreover, reading I consider to be as weak a subject in our night schools as arithmetic or writing; and yet, whilst the reading was passed by examiners at the rate of 90 per cent., the papers in sums revised by me give only 76 passes per cent., and those in writing only 77 per cent. I have to suggest a further consideration regarding

these very arithmetic and dictation papers, viz., do these promiscuously chosen and unpractised examiners exercise the same accuracy of discipline as regards *copying* that a practised examiner insists upon? This question I cannot answer, but the deduction of the whole case seems to be, that if a night school system is to be continued as part of the working of this Department, then special examiners should be appointed as assistants to Her Majesty's inspectors for this particular work, whose duty it would be to familiarize themselves with the standard of requirements constituting a pass, and who (chosen with due regard to their possession of educational experience) might be either clergy or certificated schoolmasters of special merit residing within the limits of a certain aggregation of parishes that would constitute their official night school district.

Proposal to employ special assistant-inspectors to examine night schools.

I am convinced that the small outlay of public money that would be expended upon this staff of special assistant inspectors (required during at most but one month annually) would be far more than counterbalanced by the very tangible improvement effected both in the actual working of our country night schools and in the relations of this Department with them.

I have now, my Lords, but to report the impression generally prevailing in my district regarding educational proposals that have been already suggested in the House of Commons and elsewhere.

The tone of opinion upon a conscience clause I believe to be very different now from what it was two years ago. I do not say that I often find clerical managers in favour of the principle; I find them oftener than I did at first, but not yet often. But I find very generally a far greater degree of toleration allowed towards the principle than was the case two years ago. Without being liked, I believe it would often be put up with. The question seems very often to be stated by the clergy as lying between what are considered by them as two evils, viz., a conscience clause on the one hand and a purely secular national system on the other; and of these two evils there seems to me to be a very general, though not universal, disposition to accept the former as the least, and not to aim at the maintenance of a rival system of purely Church schools unconnected with and unaided by this Department.

Tone of opinion as to a conscience clause.

I should add that in many instances I have found the clergy possessed of a far lower grade of hostility against the form of conscience clause last laid before them than against preceding ones; the preference being for a clause that insists upon *written* objections from the parent, *not against particular*

theological tenets being taught to his child, but against his child's being made to attend at one or more specified particular lessons appointed in the school's daily time-table.

Opinions as to compulsory education.

Of "compulsory education," as insisting upon parents sending their children to school under certain penalties, I have rarely found an advocate among either country gentry or country clergy. I have sometimes found a disposition to approve of a law by which indirect compulsion would be brought to bear upon parents, in the form of a prohibition of their children being engaged in actual agricultural labour before some fixed age, unless they have passed some standard of examination in elementary subjects before one of Her Majesty's inspectors. Some such law would aim at remedying the special weak point in our country school system, which is the early age at which boys are finally removed from school. How it could be made to meet the parallel difficulty caused by parents making their children neglect school for some weeks of "acorning," or other similar pursuit, without removing them from school or sending them to agricultural work altogether, it is not for me to suggest; but this is a point of difficulty that I have often seen to be seriously felt by persons strongly disposed towards some legislative interference in this matter.

One other aspect of "compulsory education," though perhaps not often actually popular, I have rarely known to be rejected as objectionable, and I have never known to be withstood by any argument worthy of the name. I mean an interference by your Lordships in the way of taking an initiative as regards rural parishes, where, either from the smallness of the clerical income, or from other causes, no adequate provision has been started for the education of the labouring class.

I have often stated the hypothetical case of a school being started and maintained partly by aid of a local rate imposed by parliamentary authority upon such apathetic or neglectful parishes, and partly by capitation grants from the Consolidated Fund, dependent upon an examination by a Government inspector, and the rising or falling of which would cause a corresponding fall or rise in the amount to be contributed from the local rate; and, independently of certain detailed criticisms as to whether such a rate should fairly be levied upon land only, where any other special industry exists, or as to whether for the building expenses the rate should not lie exclusively upon landlords, or as to whether local boards of higher educational experience and sympathy than country boards of poor law guardians should not be the local governing body, I have hardly ever known the justice of

such an exercise of the compulsory system impugned; only it is very generally laid down as part of the working of such a plan that it should take the initiative in no parish without first giving to that parish such fair notice of the intention as would allow of an effective school being started there under the existing voluntary system, should the feeling of the parish be in favour of it.

I have the honour to be, &c.

C. D. Du Port.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. GEORGE FRENCH, M.A., *of Queen's College, Cambridge, on* CHURCH OF ENGLAND SCHOOLS *inspected by him in* YORKSHIRE.

MY LORDS, January 1869.

Address. I HAVE the honour to send for your Lordships' information a General Report on the state of elementary education as I have found it in a portion of the large and important county of Yorkshire.

Preliminary Remarks. Since I last had the honour of writing a general report, your Lordships have very kindly and considerately so altered my district as to make it possible for me to do the work in it of inspection and examination with considerably less bodily fatigue. Yet I was very sorry indeed to give up the North Riding portion of the county, as I am in consequence deprived of the pleasure of visiting many good schools and of holding intercourse with many clerical and lay managers, who always expressed themselves glad of my visits and were ever ready to adopt any suggestions I might be able to make for the improvement of the several institutions, in which they take such lively interest. I shall always look back with pleasure on the time I spent in that part of Yorkshire, and may be allowed here to thank the managers of the several schools for their uniform and thoughtful kindness and for their and the teachers' hearty co-operation with me in striving to conduct the examinations thoroughly, fairly, and honestly.

Present District. My present district is made up of very nearly the whole of the East Riding, together with the York and Ainstey, Ripon and Knaresboro' census districts in the West Riding. It must be understood that my remarks on this occasion are concerned with my new district.

Statistics. Let me now give some statistical information, which may be of general interest, and must be of local value. I shall concern myself only with the schools in the regular receipt of annual grants. The period over which the information ranges is the year ending 31st August 1868.

ncome. Firstly, with regard to the aggregate income. I find it, as derived from managers' returns, to have been as follows:—

	£	s.	d.
From endowment - -	933	2	8
From voluntary contributions -	7,257	2	1
From school pence - -	5,573	6	2
From capitation grants - -	6,014	8	5
From various other sources -	325	12	9
Making a total of -	20,193	13	1

The number of children in average attendance to which this sum of money refers was 14,929, or 1*l.* 7*s.* 0¾*d.* for each scholar.

Secondly, with regard to expenditure, as gathered from the same returns:— Expenditure.

	£	s.	d.
For salaries	16,379	6	7
For books and apparatus	801	5	0
For miscellaneous purposes	3,328	3	4
Making a total of	20,508	14	11

This sum gives for the same number (14,929) of children an average expenditure per scholar of 1*l.* 7*s.* 5¾*d.*

By comparing these sums of money it will be seen that the expenditure exceeds the income by 315*l.* 1*s.* 10*d.*, and that the average expense of each child exceeds what is obtained for its education from all sources by 5*d.*

During the same year (1868) the number of certificated teachers employed in my district was 185, of assistant teachers 27, of pupil-teachers 154. Staff.

The number of children for whom, at the rate of eight square feet of superficial area for each child, accommodation is provided is 27,808. Accommodation.

The number of children present at school on the days of inspection was 10,069 boys and 8,164 girls, giving a total of 18,233 children. Number present at Inspection.

The number of children eligible for examination and fulfilling articles 40–47 of the code was,— Number for Examination.

From boys' and mixed schools under masters	7,015
„ girls' „ „ mistresses	2,513
„ infant schools	353
Making a total of	9,881

The number of passes on examination was as follows:— Number of passes.

In reading	8,874
In writing	8,936
In arithmetic	7,586
Making a total of	25,396 passes.

From this number 304 were deducted as not fulfilling articles of the Code, and there were left for payment 25,092 passes.

There were also 2,920 infants under 6 years of age. From this number 46 were deducted as not fulfilling articles of the Code, leaving 2,874 for payment without examination. Infants.

The total sum of money paid by your Lordships to the Capitation Grant for 1868.

day schools in my district for the year ending 31st August 1868 was 7,081*l.* 6*s.* 5*d.*

Night Schools.

Night schools do not, I am sorry to say, flourish in my district. The whole amount received from your Lordships towards the support of these, which should be valued objects, was for the same year only 61*l.* 4*s.* 1*d.*

Remarks on Night Schools.

I do all that in me lies to get night schools established both in the towns and villages in my district; but there are so many obstacles thrown in the way, especially by the farmers, that however eager the clergyman and schoolmaster may be for the formation of an evening class, they do not succeed as they wish. In the towns of York, Hull, and Beverley, and in some villages, there are night schools which succeed fairly well. But there is nothing like enthusiasm, or even a fair amount of eager desire for the establishment of night schools in my district, and it is found that a large portion of those who do attend the night schools here are above the age of those for whom your Lordships give the grant. These men are really anxious to get on, and mostly make the greater progress; but they are sometimes very shy and awkward, especially if they are taught with those who are younger than themselves, and it is often found advisable to put them in a room by themselves in order to get them to work with any comfort and satisfaction. It always seems to me most desirable to have these men at a night school, for there can be no doubt about their being in earnest. And if some aid could be given by your Lordships to all of whatever age who attend a night school, I feel sure that such assistance would be greatly valued, and in many if not in all cases most acceptable. For these men can often ill afford the small sum required for payment, as they generally have families to support, and something more than their few pence is required for keeping open the schools during the three or four cold months of the year.

School Buildings.

The school-buildings in my district are for the most part very good ones indeed, well ventilated and very commodious, and as a rule they are also well furnished. In some cases I have to call attention to the bare walls which render a large room so cheerless. I know how much children like to see pictures of Scripture characters and events, of animals, &c., and their memories are refreshed, and their wits sharpened by their attention being called to them as occasion demands.

Teachers.

The teachers employed in my district are as a rule, I am glad to say, conscientious, painstaking, industrious persons. They seem to be animated by the sincerest desire to advance the moral and intellectual welfare of the children entrusted to their care. I believe that they make it their business

to learn the particular character and temper of each of their scholars—not the least important part of a teacher's duty. They always know who are painfully timid and shy, and require a word of encouragement, and gentle dealing, and who are forward and ready, and require a little checking at the time of too great eagerness. It affords me the greatest pleasure to speak of the teachers that come under my notice as being for the most part well-fitted for their office both by character and attainments. Many of them have held their positions for several years, and have gained such esteem as may well fill them with genuine satisfaction.

Advice to young teachers.

A few words of advice to young teachers may not be here out of place. Some of them when appointed to their first school become very soon discontented with their position because it does not exactly answer to their expectations, they are too eager for change, and so become only half-hearted workers, and do great injury to the cause of education in that particular locality. In some cases they set too high a value upon themselves and upon their qualifications before the managers have had a fair chance of learning their worth. Hence arises mutual distrust, and unhappy results follow. I would then, that young teachers consider well before they enter upon any particular charge, as, unless they can make up their minds to keep a school for some time, there is little hope of success. And their excessive liability to change, and, in too many cases, great want of a proper humility as regards their attainments, cause many persons to speak of them in a way by no means pleasant.

Pupil-teachers.

The female pupil-teachers in my district are, as a rule, far superior to the males, both in attainments and ability to teach. In fact, there are very few male pupil-teachers that come under my notice who can either give a lesson or question a class of children in a proper manner, and at the same time exercise that control and create and keep up that interest so necessary for any degree of success. I know of some lads who come up to my notion of efficiency in these respects, but the rule is that I am anything but satisfied with what I see and hear of the teaching ability of the male pupil-teachers. I mention this in the hope of arresting the masters' attention to it, and I cannot but think that the conscientious and able men I have to deal with will, for the sake of education in general, and their own schools in particular, give more earnest heed to making the lads apprenticed to them better able to teach a class than in my opinion they are now.

Subjects of Instruction.

The subjects of instruction and examination next call for some notice.

Moral and religious teaching.

I believe I can truly say that, in almost every school that comes under my inspection, the moral and religious training of the children is considered to be of primary importance, and it very seldom indeed happens that I cannot speak very satisfactorily of the good tone that pervades the school. I always spend a great deal of time upon the examination of the children in the Bible, Catechism, and Liturgy, and, though very often expressed with a quaintness and originality that excite smiles, yet I am astonished at the thorough and accurate knowledge the children have, not only of the events, but of the text of Holy Scripture. And in most cases, not only do they pass a most creditable examination in the Old and New Testament history, but the teaching has evidently been of a nature calculated to have, by God's blessing, a lasting practical influence on their lives and conversations.

The Liturgy.

In some schools the first-class children know something about the Liturgy of our Church, but there is not such general attention given to it as I could wish. Of course I do not expect a very deep acquaintance with the history of the Book of Common Prayer or with the gradual process by which it reached its present shape. But I do not think that it is at all extravagant to require that, in Church of England schools, the first class at least shall know the order and meaning of the several services and christian seasons, the reason why the christian year is divided as it is, and the particular teaching of Advent, &c. I believe that if teachers will try the effect of giving easy lessons to their elder pupils on the liturgy of our Church—explaining the words and phrases—shewing the beautiful simplicity of its language, its perfect adaptation to the subjects of confession, prayer, and praise, and its accordance in all its parts with the revealed Word of God, they will be doing a good work, and there will be less liability of the Prayer Book being regarded so lightly, so formally, so irreverently.

The Catechism.

Most of the children in my schools know the text of the Church Catechism pretty well, and not a few receive very profitable lessons on its import and the agreement of its teaching with the Bible. And yet I am never quite satisfied with the way in which the Church Catechism is repeated. In fact I very seldom hear it said in a way of which I can thoroughly approve. I think that the far too prevalent system of simultaneous repeating has a great deal to do with this serious defect. Some very strange mistakes are made by the children when they repeat simultaneously, and I am surprised to find that many teachers do not seem to notice them. For example, in saying the Apostles' Creed: the following errors are of common occurrence—"suffered

" under *Spontius Spilate who* was crucified" &c. "He " *ascended* into hell," and "*sitted* on the right hand," &c.— " the communion of *sins*." And so too, all through the ten commandments, I often have to call attention to mistakes which make the whole thing nonsensical.

Reading. As a rule the girls read infinitely better than the boys, both as regards accuracy and proper tone and expression. I am very lenient in respect of the subject of reading, provided always that there is verbal accuracy. If a pass always depended on what I consider intelligent expression, there would be many more failures than there are now. I am afraid that the reading lessons given are too few. I mean that the subject, the whole or a portion of which is to be read, is not sufficiently explained before the reading commences, so as to give the children a knowledge of the lesson before them. The reading is clearly a very difficult subject in my district, though I am happy to say that I see signs of improvement in a good many schools.

Writing. Spelling. I can generally speak in the highest terms of praise of the handwriting of the children at school in my district. But I cannot say much in commendation of the spelling. I am sure that the teachers are fully alive to the weakness of their scholars in this important subject, and do all they possibly can to improve it. I recommend them to make the children write from memory as well as dictation—to follow the old fashioned system of giving columns of spelling as a home lesson, and to have all words of any degree of difficulty spelt, whether they occur in a reading or any oral lesson.

Arithmetic. Strangely enough, as it seems to me, in a county where dulness is by no means a characteristic of its people, there are more failures in arithmetic than in any other subject. And these occur not so frequently from ignorance of principles as from absolute inaccuracy. My sums are confessedly not nearly so difficult as those which the teachers themselves set and the children are accustomed to do, and yet I am not very often satisfied with the results in this subject. Numeration and notation are in too many instances entirely set at nought, and a sum of mine in division which will come out without remainder in a few lines, is made to fill half a page. From standard 3 upwards I am dissatisfied with this subject. I always call the teacher's careful attention to the results of the examination in this subject, and I trust that on another occasion I shall be able to speak with greater satisfaction of the children's knowledge of arithmetic.

Other subjects. Your Lordships' provision in the Minute of Feb. 20, 1867, is very often sought for in my district, but owing to the conditions required to be fulfilled not very often obtained,

except for standard 7. I am always sorry when the teachers do not get the increased grant, as the subjects of English grammar, English history, and geography (of course the elementary portions) are very fairly well-taught in the schools that seek to obtain the additional sum offered by your Lordships. And indeed these subjects have in many of my schools always been taught regularly, and in these the greatest amount of intelligence prevails, and the best results, as a rule, follow the examination in reading, writing, and arithmetic.

Passes per cent.

The rates per cent. of the passes in the subjects of reading, writing, and arithmetic seem to be very nearly in the ratios of $89\frac{4}{5}$, $90\frac{2}{5}$, $76\frac{4}{5}$.

Summary remarks on Reading, Writing, and Arithmetic.

I cannot say that I am thoroughly satisfied with the aggregate results of the examinations in the subjects of the Revised Code in my district. There are, of course, individual instances where the above rates per cent. by no means give the criteria of efficiency in the all-important subjects of reading, writing, and arithmetic. But I require something very near cent. per cent. to satisfy me that the education received by the children of the poorer classes in my district is in a thorough state of efficiency.

Before closing my report, as I propose to do, with some remarks on the hindrances to the due progress of education in my district, I shall be glad if your Lordships will kindly allow me to give a list of places where there are either no schools at all or none into which I am admitted as one of Her Majesty's inspectors. I had often been amazed in looking over the maps of my district at the number of places that I never visited for the inspection and examination of the national school. And I was very pleased indeed to receive from your Lordships a Blue Book of Returns of parishes and populations, from which I have been enabled to form a list of the several villages, hamlets, &c. which give no public guarantee of having schools in a satisfactory state of efficiency, and which are periodically inspected and examined for the receipt of a grant from Government. The populations given are according to the census of 1861. I shall include in the list my simple inspection cases, and opposite to each of these I shall put the letters S. I. I shall give only the names of places with a population of 200 and upwards.

In the union or census district of York are the following places which I do not visit for annual grants to the schools:—

Name of Place.	Population.
Elvington (S. I.)	472
Naburn	471
Wheldrake	631

Name of Place.	Population.
Flaxton-on-the-Moor	367
Gate Helmsley	200
Haxby	597
Huntington	529
Sand Hutton	200
Stockton-on-the-Forest	449
Wigginton	349
Acaster Malbis	270
Askham Richard	235
Copmanthorpe	350
Askham Bryan (S. I.)	362

In the union or census district of Ripon are the following:—

Asenby	202
Cundall and Leckby	213
Melmerby	285
Rainton with Newby	380
Wath	207
Azerley	606
Grantley	235
Laverton	387
Markington with Wallerthwaite	496
North Stainley with Sleningford	445
Sawley	446
Whitcliffe with Thorpe	224
Winksley	223

In the union or census district of Great Ouseburn are the following:—

Helperby	639
Langthorpe	252
Tollerton	547
Allerton Mauleverer with Hopperton	261
Arkendale	242
Green Hammerton	333
Kirk Hammerton	310
Marton-cum-Grafton	454
Minskip	220
Moor Monkton (S. I.)	254
Nun Monkton	323
Rufforth	297
Upper Poppleton	355
Whixley	605

In the union or census district of Knaresbro' are the following:—

Brearton	235
Burton Leonard	507
Fellisciffe	347
Follifoot	419
Pannal (no Church school)	1,587
Plompton	219
Scotton	321
Scriven with Tentergate	1,426
South Stainley (S. I.)	259

In the union or census district of Wetherby are the following:—

Name of Place.	Population.
Bardsey with Rigton	295
East Keswick	468
Kearby with Netherby	207
Kirkby Overblow	326
Little Ribston	230
Rigton	501
Scarcroft	292

In the union or census district of Kirk Deighton is the following:—

Kirk Deighton	364

In the union or census district of Pocklington are the following:—

Bielby	268
Bugthorpe	245
East Cottingwith	316
East Stamford Bridge	417
Everingham	321
Fridaythorpe	332
Goodmanham	294
Hayton (S. I.)	210
High Catton	215
Huggate	589
Melbourne	568
Millington	275
Newton-on-Derwent	246
Nunburnholme	248
Sancton and Houghton	400
Seaton Ross	549
Shipton	411
Thixendale	279
Wilberfoss	386
Yapham-cum-Meltonby	235

In the union or census district of Howden are the following:—

Asselby	276
Aughton	202
Barmby-on-the-Marsh (S. I.)	456
Bellasize	281
Blacktoft	420
Breighton-cum-Gunby	207
Bubwith	554
Eastrington	432
Ellerton Priory	338
Faxfleet	290
Gilberdike	725
Hemingbrough	579
Howden (no church school)	2,507
Kilpin	476
Skelton	305
Spaldington	363
Wressell	423

In the union or census district of Beverley are the following:—

Name of Place.	Population.
Elloughton-cum-Brough	641
Kilnwick	272
Rowley	476
Skidby	384
South Dalton	338
Walkington	618
Wawn	322

In the union or census district of Sculcoates are the following:—

Anlaby	493
Garrison Side	376
Hedon	975
North Ferriby	434
Preston	902
Southcoates	2,804
Swanland	514
Willerby	251

In the union or census district of Patrington are the following:—

Burstwick-cum-Skeckling	485
Halsham	265
Hollym	423
Keyingham	639
Paul	552
Thorn Gumbald	292
Welwick	472

In the union or census district of Skirlaugh are the following:—

Aldborough	831
Atwick	319
Brandsburton	784
Ellerby	304
Long Riston	401
Mappleton	213
Nunkeeling	271
Sproatley	455
West Newton	220

In the union or census district of Driffield are the following:—

Bainton	399
East and West Lutton	432
Foston-on-the-Wolds	311
Great Kelk	211
Langtoft	688
Middleton	701
Skerne	207
Sledmere (S. I.)	486
Wansford (S. I.)	224

In the union or census district of Bridlington are the following:—

Name of Place.	Population.
Barmston	206
Bempton	346
Burton Agnes (S. I.)	344
Burton Fleming	525
Reighton	251
Sewerby (S. I.)	342

As I said, the above returns are according to the census of 1861. Of course there may be many of these places that possess schools of some kind or other, but the greater part by far do not give at any rate any public guarantee whatever of their being in a state of efficiency. The children of some of them may be provided with the means of education through their proximity to schools in other places, and proximity in the country often means one, two, three, and sometimes four miles. But after looking at the above and taking the most favourable view possible of the provision for the education of the children in the several places, we must, I think, come to the conclusion that the means in existence are far from adequate to the attainment of the desired end, viz., "that the children of the poorer classes in the several villages, hamlets, or places should have proper elementary education both in secular and religious subjects."

Tabular statement of district.

I will next, with the kind permission of your Lordships, give the following tabulated statement respecting the district your Lordships have been pleased to assign to me. This will speak for itself, and I am mistaken if the conclusion be not arrived at on considering it, that much educational work yet remains to be done in this agricultural district of mine.

Number of Parishes, Townships, or Places.	Population according to Census of 1861.	Schools built by help of Parliamentary Grant.							
		Annual Grant Cases.	Not.	Accommodation at 859 feet per child.		Average Attendance.			
						In Annual Grant Cases.		Not.	
						D.	N.	D.	N.
505	293,127	162	52	29,829	4,984	17,419	249	2,114	94

From the above table it will be readily seen:—

(1.) That my district consists of 505 parishes, townships, or places in all.

(2.) That the aggregate population was according to the census of 1861, 293,127.

(3.) That the total number of schools built by the help of a parliamentary grant is 214, out of which 162 receive regular Government support, and the remaining 52 are made up of simple inspection cases and others.

(4.) That the number of children for whom at the rate of 859 feet of superficial area for each child, accommodation is provided, is 34,813, and of this number 29,829 are provided for in Annual Grant Schools.

(5.) That the average attendance in Annual Grant Schools is 17,419 and in the other schools 2,114, making a total average attendance of 19,533 children in the day schools.

With regard to the night schools I do not look upon the returns as being at all a correct view of what is being done in this respect.

Difficulties in the way of Elementary Education.

There are many obstacles in the way of the satisfactory progress of elementary education both in towns and villages. My district is an almost entirely agricultural one, and it seems to me that the proper education of the farm labourer's children, is a problem most difficult of solution. I must confess that I have never heard or read of a scheme that seems to me capable of being carried out to any degree of satisfaction. And where others of larger experience fail, I cannot hope to succeed in propounding a plan. That these children must be educated all seem to agree. The introduction of machinery into agricultural work seems to call for intelligence and education in addition to mere physical strength. Moreover, as education is spreading so rapidly amongst the toiling populations of our towns, and artisans and others of the working classes are satisfying their eager thirst for knowledge by all the means that lie within their reach, the farm-labourer alone cannot be left ignorant without dangerous results. But how to give him this blessing I cannot see, for many of his own class object to the gift, and some of his employers as yet do not show any eagerness for his having it. I very often hear sad stories of the terrible ignorance of the farm-servants, both male and female, more especially at the times of the annual hirings. The clergyman and the magistrate speak of them as being most difficult to manage, as most thoughtless, and in too many cases lost as regards any moral responsibility. And the only remedy is that they shall have the groundwork of a religious and secular education before they are permitted to go out to work on their own account—that they shall be taught that they are not mere beasts of burden, but responsible creatures having souls as well as bodies—that they belong to a country the most professedly Christian in the world, and that they must not be the only loiterers in the rapid march of intelligence

and education. But when we speak of the absolute necessity of the education of the children of the farm-labourer, difficulties spring up that to me at least seem insurmountable. Perhaps I take a despondent view of the matter. If so I shall be all the happier when some plan is brought forward to meet the difficulty, and I can be an instrument in striving to work it out. I am assured that lads can be employed in some sort of field-work even at the early age of eight years, and that, when weather permits, there are means in their power of adding to their father's earnings from April till the end of October, and even later than October. The various employments of these children consist in potato-planting, potato-gathering, singling turnips, frightening birds, keeping cattle, and so on. A farmer not very long ago assured me that he could find work for young lads of eight and nine years of age for seven and eight months in the year, beginning in March or April, not of course every day or week, but quite often enough to interfere with the proper progress of his education. And if we insist upon these lads going to school until say eleven years of age, we take away the sum they can earn for the better support of the very often large family, and this means less nourishment in the shape of bread and butcher's meat and decline both of bodily and mental strength. No half-time Act could be made to work satisfactorily in agricultural districts that I can see, unless it were enacted that lads should work three days and attend school three days. But then to give their families the full benefit of their work they should receive a week's wages for three days' work, which I fear no employer would agree to. It seems to me that, so far as I can judge, the farm-labourer cannot afford to educate his children, for if he send them to school he loses their earnings, and not only so, but has to pay for their schooling in addition. But there is another difficulty yet. Each place has its own peculiar hindrances to the progress of education. But there is one that seems to me to be common to all places, and yet in the consideration of the subject it does not occupy the attention it ought. I find that managers and teachers are alike loud in their complaints of the apathy and unconcern of parents with regard to the education of their children. I am again and again told that the people do not care to send their children to school. Hence there results that irregular attendance—that want of backing up the efforts of the teachers at striving to give the elements of a sound, useful, religious, and secular education—and that due submission to authority, so necessary for the proper training of the young, which causes thoughtful persons so much pain and anxiety. Instead

of parents being eager to send their children to school, it is very often no small part of a clergyman's work to urge them to do so in order that they may share in those benefits and blessings which cannot be had without education. And if they do send them to school, they keep them away for the slightest thing, and yet are ready enough to murmur if they do not get on as they expected. Lamentably ignorant sometimes even of the simplest religious truths are these poor little folk, and contrast so sadly with those whose parents are wiser, and who look forward to the time when their children will be able to work with intelligence and comfort resulting from their good early training.

Effects of irregular attendance.

One very soon sees the difference between the regular and irregular children. The former are eager, intelligent, attentive, and well-behaved for the most part, even if they are often very timid and shy—the latter do not feel comfortable in school—they are awkward in their behaviour, dull at their work, and ill at ease. It is all up-hill work now for the teacher to get anything into the heads of these who have not put in an appearance for many months. The proper progress too of the regular children is impeded. For when the teacher has on the approach of the examination been working the children with a view to their forming good standards (which materially affects the pecuniary condition as well as the intellectual status of the school) he very often finds several of these irregular ones who have, may be, made two hundred attendances, a drag on the rest. And not only so, but instead of each standard passing well, those who have, so to speak, come in at the eleventh hour mar the whole class, and instead of the teacher being accredited as very good or excellent as a general mark, he sinks down to fair only or even lower. I am very often grieved in looking over the registers to find what a number of the children, even of the age of eight and nine years, only just make two hundred attendances. And what can be done to remedy this evil? If the children are to be educated at all costs and risks, and if the difficulties I have noticed can be overcome, I see no other remedy than some sort of compulsory attendance at school up to a certain age.

Compulsory attendance.

The present system works well.

It does not seem to me that the question whether the education shall be according to your Lordships' present plan (which so far as it has scope works exceedingly well), or whether it shall be purely secular, ever enters the minds of residents in our small towns and agricultural villages. Of this I am positively sure that, in most cases, unless the clergyman undertook the affairs of the school in the village, and unless the religious teaching were a sine quâ non, the

Necessity of religious teaching.

children would in time be untaught both in secular and religious subjects.

Requirements for proper education of the poor.

With regard then to the proper education of the farm-labourer's children care must primarily be taken that each village or group of villages is provided with school premises suited to the requirements of the people. How this can be done, except through some sort of educational survey of the country being first taken, I know not. Whether the funds necessary for this purpose should be raised by local taxation or be defrayed by the general public, it is not for me to say. All these schools must be under inspection so as to give a guarantee of their efficiency and proper condition. The children must be made to attend regularly—in what way must be left to those who have greater knowledge and experience than I have. The expenses of these schools might be defrayed by local rates in the room of subscriptions, the children's pence, and supplemented by a grant from the public treasury. Of course the sum for education will form a very considerable item in the financial statement of the Chancellor of the Exchequer; but who will complain when the result is seen (as we would fain hope and pray that it will be seen) in the improved moral and intellectual condition of our poorer brethren.

Children in towns.

I am often struck at the number of little children of both sexes that I see at all times in the streets of the towns I visit, and who never enter the doors of a school, except on an errand of mischief or worse. They wander about in cold and heat, in wet weather and dry, without shoes, hosen, and hats, learning bad things as fast as they can, drinking in iniquity like water, and becoming rapidly formed into characters to fill reformatories and gaols, and to end their days too often in penal servitude. Surely these children, who seem to be the care of no private persons, should become the care of the public! Surely they should be compelled to go to school! The poor little things, ragged and tattered, are a nuisance to many persons, and surely objects of grief and pity to all, and especially to those who have children of their own. Local efforts should be certainly made for the proper care and education of these, who are termed the dregs of the population; but there is local as well as parental indifference to contend with. The ragged school does not seem to meet the difficulty entirely. I only mention the subject, hoping that some one will think it worthy of consideration.

In conclusion I would thank all those with whom I am officially concerned for much kind consideration and forbearance. To the clerical and lay managers of the schools I visit I owe a debt of the deepest gratitude for their very great

kindness to me at all times. To the teachers I am greatly obliged for their constant endeavours to prepare their children well for my periodical examination of them. And to those assistants whose aid your Lordships have very kindly allowed me at different times I am also under great obligations.

My work is to me always a labour of love, and I shall be indeed happy if your Lordships' system of inspection and examination extends far and wide, and I can do more for the spread of education among the labouring classes.

I have the honour to be, &c.

GEORGE FRENCH.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. J. G. C. FUSSELL, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* MIDDLESEX.

MY LORDS, January 1869.

I HAVE the honour to submit to your Lordships my general report upon the schools visited by me during the year ending 31st August 1868, in those parts of the county of Middlesex which constitute the district under my inspection.

Work of the year.

I have inspected, in addition to two simple inspection cases, 86 annual grant schools, comprising 199 schools under separate teachers, divided as follows:—

Boys	64
Girls	57
Infants	41
Mixed	18
Night	19
	199

Number of teachers.

The number of certificated teachers was	196
„ of pupil-teachers	180
„ of assistant teachers	60

Number of children.

„ of children borne on the school registers	26,045
„ of children in average attendance	18,231
„ present at inspection	21,313
„ presented for examination	10,394

Comparison of results with those shown in my last report.

Comparing these figures with those shown in my report for 1866 we have—

	1866.	1868.	Increase.
Number of schools	187	199	12
„ certificated teachers	182	196	14
„ pupil-teachers	173	180	7
„ assistant-teachers	30	60	30
„ children on registers	23,810	26,045	2,235
„ „ in average attendance	17,071	18,231	1,160
„ „ present at examination	18,882	21,313	2,431

Conclusions from this.

It thus appears that—

(1.) The increase in the average attendance is rather more than in proportion to the increase in the number of schools.

(2.) The average attendance bears a smaller proportion to the number of children upon the school registers than was the case in 1866.

(3.) The same remark applies to the number present at inspection.

The first and third of these results show that there has been no falling off in effort to secure a regular daily attendance of the scholars for instruction, and that they muster even more strongly than before on the day of inspection. How far satisfactory.

The second is very unsatisfactory. Children's names are kept on the registers during absence often prolonged throughout many consecutive weeks, and not unfrequently after their removal to other neighbourhoods in consequence of the migratory habits of the parents, who follow their work from one quarter of London to another. I shall have occasion to recur to this subject hereafter. How far unsatisfactory, and why.

Of the 26,045 children borne upon the school registers, 8,886 appeared to have been under 7 years of age; 9,990 above 7 and under 10; and 7,169 above 10 years of age.

The comparative per-centages of school age and school stay are as follows:— School age and school stay (in the same school) compared with those in 1866.

	1866.	1868.
Under 7 years of age	32·10	34·11
Between 7 and 10	38·78	38·35
Above 10	29·10	27·5
	99·98	99·96

School stay (*i.e. in the same school*).

Returns from 72 schools only.

	1866.	1868.
Less than one year	46·22	49·93
For one year	21·87	21·30
For two years	13·91	13·45
For three years	8·60	7·81
For four years	5·20	4·08
For five years and upwards	4·16	3·40
	99·96	99·97

The results are very disheartening. The children are younger, and their attendance at the same school more irregular. In the latter respect indeed we almost seem to be carried back 10 years, as the following table will show:*— Unfavourable character of these results.

* *Vide* Report for 1866–67, Table (No. 1), General Summary of Statistics of Inspection for the Year ending 31 August 1866.

Of Children who have been in the same School.	1858.
Less than one year - - - - -	49·05
For one year - - - - - -	21·64
For two years - - - - - -	13·21
For three years - - - - - -	8·04
For four years - - - - - -	4·70
For five years and upwards - - - -	3·36
	100·00

A metropolitan district labours under special disadvantages in these respects.

That a metropolitan district labours under special disadvantages will be seen from the following tables:—

MEAN PER-CENTAGE of CHILDREN on SCHOOL REGISTERS, who have been in the same SCHOOL.

Schools visited on Account of Annual Grant.	Years.					
	Less than one.	One.	Two.	Three.	Four.	Five and over.
In the year 1858:						
In Great Britain -	41·23	22·44	15·29	9·92	6·03	5·09
In Middlesex - -	49·05	21·64	13·21	8·04	4·70	3·36
In 1867:						
In Great Britain -	39·14	22·38	15·10	10·03	6·53	6·82
In 1868:						
In those parts of Middlesex now under my inspection.	49·93	21·30	13·45	7·81	4·08	3·40

The returns for 1858 are taken from the official tables in one published report for 1858–9; those for 1867 from that for 1867–8. Not having reported for 1867, I have no returns as regards my own district for that year. I have, therefore, for the purpose of comparison, had recourse to the official summaries in my hands for the year ending 31st August 1868.

It appears from these returns (and those for the intermediate years (1859 to 1866) are of a very similar character) that whereas in the annual grant schools of the whole of Great Britain nearly 61 out of every 100 children remain in the same school more than one year, only about 50 out of every 100 are found to do so in the schools of Middlesex; and further, that of those children who do remain for periods of from one year to five years and over, the per-centage in each successive annual period becomes more and more unfavourable to the Middlesex schools.

Thus, of children who remain in the same school,—

—	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
The Middlesex schools have -	1·08	1·65	2·22	2·45	3·42

per cent. *fewer* than the schools of the whole of Great Britain have.

And it further appears that this is a growing evil.

A London school manager of 30 years' standing tells me that he has never felt so perplexed on the question of elementary education as he does at this moment. He knows that the efforts of the school managers in the district with which he is most acquainted have during the few last years received a serious check. He is connected with several schools, and he is persuaded that they are conducted with the same amount of energy and with the same desire to produce favourable results as before, but the managers feel that their task becomes more and more difficult every year.

One cause of this is doubtless to be found in the facts which I have just stated. When half the children in a school leave it before they have been a year under its instruction, it is impossible, however skilful and energetic a teacher may be, that the grant obtained upon the results of the year's work should be commensurate with the amount of ability and toil which he has bestowed upon it. The early age at which the children are finally removed from school is another cause of difficulty.

I fear that there will always be a disposition on the part of parents to consider their children's education complete as soon as they have passed the examinations prescribed by the highest standard of the Revised Code. How this disposition can be effectually dealt with in any direct way I confess myself unable to perceive. But if the general instruction were less mechanical than it is at present, and if, in order to pass successfully the examinations of the upper standards, it were necessary to satisfy the inspector in some higher subject (which should in my opinion be of as practical a character as possible), the children would be much better fitted for the work and the duties of life, and parents would be more apt to perceive the advantage of keeping them longer and more regularly at school. The Minute of the 20th February 1867 is intended to operate in this direction, and, so far as it can be brought to bear, is unquestionably calculated to do so; but the disadvantage under which my district labours is, that

Importance of rendering the instruction more intelligent.

Minute of 20 February 1867.

Its conditions exceptionally difficult of fulfilment in my district.

from its peculiar circumstances, the conditions of the Minute are exceptionally difficult of fulfilment. Conditions (*a*) and (*c*) present little or no practical difficulty, and they are usually fulfilled, as they certainly ought to be, but in the majority of cases that under the first head of condition (*b*) is found to be an insuperable obstacle. It requires "that the "number of passes in reading, writing, and arithmetic must "exceed 200 per cent. of the *annual average* of the scholars "in attendance who are more than six years of age," that is to say, in any school where the annual average of children over six years old is 100 there must be 201 passes. Even supposing therefore that every child presented should pass in all three subjects without a single failure, at least 67 children (that is $\frac{201}{3}$) must be presented for examination. In other words, no school *can* benefit by the Minute of the 20th February unless it presents for individual examination *at least* 67 per cent. of the number of children in *average daily attendance* throughout the year, and if only 67 per cent. be presented every one of them must pass completely in all three subjects.

But it appears from your Lordships' report for 1867–8 that the children who pass completely in all three subjects form 67* per cent. (NOT *of the average attendance, but only*) of the whole number examined. And the whole number examined is stated to be only† 66·3 per cent. of the number qualified, which is equivalent to less than 52 per cent. of the daily average attendance $\frac{(77{\cdot}7 \times 66{\cdot}3)}{100}$.

The number examined in the annual grant schools in my district during the past year was 10,394 or 57·01 per cent. of the average attendance daily.

I am very far from intending to object to the principle of individual examination. I pointed out in my report for 1866 the manner in which I conceived the Revised Code had specially affected my district, but I am far from conceiving, I never did conceive, that individual examination could fail to secure important benefits. Under the Old Code I examined individually, on the average, more than one-third of the children present at my inspection. And the increased extent to which this examination is carried by the Revised Code has unquestionably improved the bad schools in my district very sensibly. I am equally satisfied that it will beneficially affect other schools, if only means

---

* 67·02 precisely (Table (No. 8), page 12, total Day Schools, Great Britain.

† Page xxiii.

can be found to counteract its mechanical tendency. I find the consequence of this pervading my whole work. Examinations are less interesting to the managers, to the teachers, and to the children in the upper classes of the schools; or rather, as regards the managers and teachers, their interest is unduly concentrated upon the pecuniary results. The dread of an adverse balance in the year's accounts seems to cramp their energies. Not unfrequently they appear disheartened by the difficulty which they experience in reaching the degree of general efficiency which they were formerly able to maintain.

Unfavourable tendency of individual examination in certain respects unless specially counteracted.

I venture here to repeat the opinion which I expressed in my general report for 1866.

Recommendation made in 1866 repeated here.

"But if a penalty be a wholesome provision for bad or insufficient work, surely work of distinguished merit may usefully be encouraged by a premium. I do not think it would be necessary in this case to make the amount of the premium equal to that of the penalty, but if, subject to the same official precautions as are at present observed in carrying out Article 52, an addition of from one-tenth to three-tenths were obtainable by really good schools, a great stimulus to progress would be supplied."

I am still strongly of this opinion. I believe that if it were in the inspector's power to make such a recommendation, excellent results would follow. It would be easy to lay down such official rules as would reduce to a minimum any danger of hasty or capricious recommendations.

But if this be inadmissible I venture to suggest some modifications of the Minute of 20th February 1867, as regards condition (b).

If this be admissible some modification of Minute of 20 February 1867 desirable.

The incessant change of residence by the labouring classes in London seems to render the average attendance an unfair basis for the uniform application of the Minute. In proportion as the population of a district is migratory, the number qualified for examination *must* form a lower per-centage of the average attendance, and, where schools are so thick upon the ground, the capricious preference of parents can be indulged to an extent that is altogether out of the question in less densely populated districts.

I see no reason to desire any change in the requirements of the code as regards the standard work. I continue to deal with it as nearly as possible in the manner which I described in my report for 1866. I invariably dictate all the exercises in arithmetic in every standard except those for addition and subtraction in Standard I.

Requirements of Code as to standard work. How dealt with by me.

Excluding mixed schools and night schools, and classing the boys and girls separately, the per-centage of passes is as follows:—

Per-centage of passes compared with those of 1866.

—	Per-centage of Passes.		
	Reading.	Writing.	Arithmetic.
Boys' schools only - -	84·80	84·86	73·43
Girls' schools only - -	84·70	82·70	66·77

The return for the year ending 31st August 1866, was as follows:—

—	Per-centage of Passes.		
	Reading.	Writing.	Arithmetic.
Boys' schools only - -	86·25	79·59	72·49
Girls' schools only - -	86·63	76·60	64·60

The comparison of these respective results shows:—

—	Reading.	Writing.	Arithmetic.
	Decrease.	Increase.	Increase.
Boys' schools only - -	1·45	5·27	·94
Girls' schools only - -	1·93	6·10	2·17

The "decrease" under the head "reading" may be accounted for by greater strictness in requiring an explanation of the meaning of ordinary words; the "increase" under the heads of "writing" and "arithmetic" to increased attention to these subjects on the part of the teachers. I still feel, however, that the reading is marked more highly than its intrinsic merit deserves both as regards articulation and intelligence. I am endeavouring gradually to raise my standard in these respects.

Attainments of pupil-teachers not sufficiently satisfactory. Probable causes of this.

The attainments of the pupil-teachers are still decidedly below what they used to be. It is possible, perhaps probable, that this may be partly due to the fact that the hours of instruction required by the Revised Code are less than those of the Old Code; but I am more inclined to attribute it to the less intelligent atmosphere of their daily school-work. Be this, however, as it may, it is certain that the pupil-teachers now are, in respect both of their general attainments and professional training and ability, inferior to

their predecessors. This appears to me to be a cause for much anxiety. The presence in any training school of a considerable proportion of ill-trained and ill-informed pupil-teachers cannot fail seriously to influence the result of its year's work. Ten or 12 years ago, as I distinctly remember, the professional training of the pupil-teachers in very many of the schools of my district was exceedingly effective. They were sufficiently numerous to admit the possibility of the principal teacher's devoting some time each day to watching the manner in which they taught their classes, and to the correction of the faults observed, by means both of precept and example. It is now very rare indeed to find a staff large enough to admit of this,* and the consequence is that, so far as my observation extends, pupil-teachers enter the training school comparatively uninformed in this respect. On their account therefore, as well as on that of the children themselves, it is important to render the course of study pursued in our schools more intelligent than it is at present.

Value of the certificate as a means of securing uniformity of system in our schools

I have already drawn attention to the migratory character of the labouring population, and to the large proportion of children who consequently remain less than a year at the same school. The effect of this upon their instruction would be even more serious than it is, were it not for the uniformity of system pursued in our training colleges, and the consequent uniformity of teaching in our elementary schools. And this is a strong incidental argument in favour of maintaining the certificate, since, with comparatively few exceptions, the certificated teacher is now a trained teacher.

I have, &c.

JAMES G. C. FUSSELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

---

* Excluding night schools, I have an average of exactly one pupil-teacher to each school under a separate teacher.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. N. GREAM, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* ESSEX.

MY LORDS,

I HAVE the honour to present my report of the schools in the county of Essex.

The general state of education in my district satisfactorily progresses. Hardly a month passes without the addition of one or two annual grant schools, and the teaching and training in the more backward schools annually improves.

Statistics. There are—

Annual grant schools	132
Simple inspection schools	56
Children present at examination	17,665
Children examined	8,795

	£	*s.*	*d.*
Total income in the year of the above schools	17,479	15	5
Total expenditure of the above schools	17,911	19	4
Total amount of Government grant	6,215	17	2

The total number of pupil-teachers is 83; certificated teachers, 162; assistant teachers, 17.

Evening scholars. The total number of evening scholars, 605. For whom the Government grant has been 21*l.* 9*s.* 1*d.* Further, 25 of these annual grant schools have been added during the last two years.

Education. The Revised Code is in several particulars working efficiently. For instance, children are presented in greater numbers in the higher standards, and approximate nearer to the mark in those standards.

Extra subjects. The Minute of the 20th of February 1867, is a great boon to those country schools whose funds are small. I should be glad to see a still larger grant when warranted by the efficiency of the school.

The extra subject is "geography." I have had "grammar" and "music," and on one occasion "domestic economy."

Instruction. With regard to the four required subjects—

1. Religious knowledge.
2. Reading.
3. Writing.
4. Arithmetic.

Religious knowledge. I should say the Scriptures and Liturgy are better taught than formerly. The great home truths of the Bible are brought close to the hearts of the children, so as, under the

Divine Blessing, to influence their future lives, and, the distinctive doctrines of the Church are so taught that we may hope that, in after life, the children will continue members of the Church, notwithstanding any temptations to forsake her.

Still there is more to be done. Thus the Catechism is often learnt too much by rote, and consequently, when other questions are substituted for those in the Catechism, the children appear bewildered and unable to answer. A frequent change of the questions would greatly aid in removing this defect.

Reading. Reading is in many schools unsatisfactory. Care is taken that a child shall be able to repeat the words it sees, but little care is taken as to *how* or the *manner in which* such words are repeated.

Reading is a very difficult subject for examination. It is often not bad enough to be rejected and yet hardly good enough to pass.

In the Victoria Dock Infant School, one of the best infant schools in my district, and of which school, in my report for 1866, I made special mention, the reading has been well taught by a simple method. The late mistress made all the children in the class repeat "four" at every stop, whether comma, or colon, or full stop. Thus at every stop the reader and the whole class repeated "four," and the strict attention of the whole class was kept up whilst a sentence was read, as each child was looking out for the stop.

The result was that each child became familiar with the words, and they all read in good voice, clearly, and distinctly. If some such plan as this should be adopted generally with the younger scholars, probably great improvement in the reading would follow.

Still good reading depends much upon the teacher. I go sometimes into the most unpromising parishes where the reading is excellent, and sometimes into others, even towns (where it ought to be more easily taught), where the reading is very defective. Many excuses are made, such as irregularity of attendance, the difficulty of overcoming the Essex pronunciation, &c., whilst the real difficulty is the inability on the part of the teacher to master that branch of education. In some schools, as High Easter (quite a rural school), the Blue Coat School at Colchester, Stanway, Moulsham, Woodford, West Ham, and Hadleigh, the reading is exceptionally good. In these schools the manner of reading is so distinct that every word is heard and understood without the need of a book to see what is being read. Great attention should be paid to the reading. Often in the opinion of parents the efficiency of a school consists much in the way their children

read. The most illiterate can form some judgment of a school from their children's reading.

Writing. There is great improvement in writing. The children generally write larger than formerly. An important change, as the tendency of children is towards small writing, and if they commence with small writing at school, such writing in after life grows smaller and smaller until it becomes almost illegible.

I do not approve of many lines ruled, between which children are to confine their writing, and I am glad to see that publishers are adopting a like view, issuing copy books, which allow the hand to do its work with freedom. My best schools for writing are the Blue Coat School, Colchester, and the school of Mistley Norman, near Manningtree.

It is satisfactory to find that the excellent practice which in my report for 1866 I stated to prevail in the town of Colchester with regard to the Blue Coat School, viz., the occupation of the boys when out of school in manual labour, does not, what perhaps might have been expected, in the slightest degree affect their handwriting.

In the Mistley Norman school the writing and spelling are brought to great perfection by the indefatigable zeal and painstaking of the master. Long pieces of difficult dictation are written by a class of between 20 and 30 girls and boys with only one or two mistakes in the whole class.

Drawing, In some schools drawing is taught, and its effect upon the handwriting is very marked. It appears to give a firmness of stroke to the children and enables them to form their letters and words with ease and precision.

I have seen some excellent drawing books, which were printed for Vere Foster, Esq., published at a very cheap rate in order to enable this science to be more generally taught.

Arithmetic. Most failures are in arithmetic, a consequence not to be attributed to less careful teaching.

There are many reasons why children may fail, however well instructed. The excitement of the day of examination; the novelty of the kind of sums; the manner in which they are set; the fear of failure; all operate against that mental calm which is especially needed when the application of exact knowledge is required. Generally girls succeed better in arithmetic than boys. Girls appear to have quicker intellects than boys and clearer heads, or sustain greater excitement with less mental disturbance, and, although girls cannot devote so much time on account of their sewing, they generally beat the boys in the correct working of their sums.

Girls' superiority of mind.

The consideration of the truth of this alternative leads to an investigation of deep interest and importance, seeing that

education is a process applied to the mind; but an investigation (like what I said of compulsory education in my former report) is, "in importance and extent of area, far too wide a "subject for an inspector's report." During the continuance of the vexed question of woman suffrage, the conclusion of the physiologist, that as in height so in intellect, woman is inferior to man, may be accepted as an important truth by one party to the discussion, yet in reference to education the further conclusion of the same eminent teacher must also be remembered, that in earlier years there are times when the height ratio is inverted "and that the female comes to her "full development in regard to height earlier than does the "male." May not then the difference, which is normal as to her stature, be normal as to her wisdom?

Notation. Notation amongst the lowest classes is much improved. Formerly, not one in ten of the little ones could note down figures beyond tens or hundreds, now they note correctly tens of thousands. I attribute this improvement to the Revised Code granting payments for the little ones' results. Previously, the little ones in large schools were much neglected, to give more time for the instruction of the higher classes.

Style in summing. Teachers have lately paid more attention to the *style* of doing sums. Boys, who till recently set down their sums in the smallest figures up in the very margin of their slates, now, in many schools, are taught to set their sums down with a free hand in large figures and with lines evenly drawn. This change is a test of able teaching.

The young should always be so instructed as to feel that everything they have to do in their day of education, is of importance, and to be done with corresponding care, and, farther, throughout their whole progress in life they will be benefited by using, in a subject so highly symbolical as arithmetic, care and clearness of expression.

Uncertificated teachers. Efforts are being made in several parts of Essex to bring schools under Government, which have not hitherto received grants, their teachers being uncertificated. In some, ex-pupil-teachers with provisional certificates have been substituted for such teachers. In others, teachers have sat for certificates, and in many instances have obtained them, and are now in receipt of annual grants. Where this has been the case I have invariably found a marked improvement in the condition of the schools. The managers command more funds, they provide better books and apparatus, they keep the accounts in better order, having to make returns every year, and the teachers are stirred up to greater exertions by the annual inspection of their schools. There are schools,

however, in which the teachers consider themselves too old or are too nervous to sit for a certificate. I should be glad to see something done to meet these cases. Could not a certificate of the lower grade be granted after a certain number, say three, of inspections have been made, followed by good reports? The teacher in each instance being above a certain age, say 50 years, and having held the same school for a certain number of years, say 20?

Such a scheme could hardly be open to imposition, and would confer the benefit of a grant upon schools which, otherwise, would be hopelessly beyond its reach. It would also increase the desire for inspection. Managers of schools not receiving annual grants are courteous and kind when we visit their schools, yet generally show by their replies to our notices of visit, that they look on our inspection as rather useless, and some doubtless esteem it an uncalled for trouble, whereas if they could look forward to obtaining a grant they would be more genial in their feelings towards Government inspection.

Irregular attendance.

The bad attendance of the children is a source of complaint in many schools. Still, the better a school is the better is the attendance. Children taught well and cheerfully are fond of coming to school. Badly taught, and disciplined with undue harshness of manner, they desire to stay away and find means to accomplish that desire. Many praiseworthy efforts are made, both by teachers and managers, to improve the attendance. At one school the master had, out of his own purse, promised ten shillings to the boy who had attended most times during the year, and although the prize was won by a very young child, who probably had very few calls to keep him from school, yet it was an encouragement to all to try for it.

Perhaps we may hope, that notwithstanding the irregular attendance, the child of a labouring man may, in a good school, receive instruction of great value for his humble calling in riper years, and when such instruction is supplemented by the night school, where he can keep up and increase what he has learned, probably he will in most cases be found to have been very usefully and sufficiently educated.

Managers are of opinion that the Revised Code has done much to encourage more regular attendance, and the addition of the new minute of February 1867 is a further inducement to them to keep the children longer at school.

Pupil-teachers.

I regret that this institution is declining in Essex. The new Minute has not checked its decline. I am constantly told that the remuneration at the end of five years is too

small, and the fulfilment of the conditions of payment so precarious, that this Minute does not offer an adequate inducement to undertake the risk of failure. It is strongly asserted that the annual payment of pupil-teachers, with all its old conditions, will alone restore or retain the pupil-teacher system, whose failure is deplored by all who take an interest in education.

I have the honour to be, &c.

NEVILL GREAM.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. W. W. Howard, *on the* Church of England Schools *inspected by him in* East *and* North Devon.

My Lords,

I have the honour to submit to your Lordships my general report on the schools inspected by me in East and North Devon in the two years ending August 31st 1868.

Departments inspected in 1867.

In the year ending August 31st 1867, I inspected 184 departments, of which 165 were day schools under certified teachers, three were evening schools, and 16 were day schools not under certified teachers.

In 1868.

In the year ending August 31st 1868, I inspected 171 departments, of which 147 were day schools under certified teachers, five were evening schools and 19 were day schools not under certified teachers.

Evening school examinations. Art. 142.

In 1867 the scholars of 17 evening schools, and in 1868 those of 26 evening schools were examined by the managers, the questions answered by the scholars being afterwards marked by me. This shows a total of 20 evening schools at work in 1867, and of 31 in 1868. The increase in the latter year is noteworthy.

In the few evening schools which I examined personally, the youths present were evidently in earnest in their work, and desirous to do credit to themselves and their teachers.

Examinations of pupil-teachers.

In 1867 I examined as candidates for apprenticeship and as pupil-teachers, 45 boys and 56 girls; and in 1868, 66 boys and 63 girls. Of these, 10 completed their apprenticeship in 1867, and nine in 1868; and two boys and one girl have withdrawn from apprenticeship.

Increase of pupil-teachers.

The increase in the number of children presented for apprenticeship is somewhat due to the Minute of the 20th February 1868.

Managers, however, had already found that a reduced teaching staff was bad economy in a money point of view, and was seriously damaging to the general condition and progress of their schools.

Scarcity of suitable male candidates.

There is still considerable difficulty in obtaining suitable boys as candidates for apprenticeship. Those presented appear to me inferior in previous education, and in mental power, to the pupil-teachers of former years. In the yearly examinations their papers are not so good, as they used to be, and show either less power or less time given to their studies than formerly.

Conduct of pupil-teachers.

The general conduct of the pupil-teachers throughout the district is creditable to themselves and to their teachers.

The certified teachers in the district as a body continue to do their work with much zeal and heartiness. I believe, that they receive from those with whom they have to do, merited respect and esteem. With the spread of education the influence of the teachers increases, they are acting on the mass of society as a wholesome leaven, the working of which is slow but certain, and will, I do not doubt, show itself in days still to come. Certified teachers.

Since my last report new schools have been built at North Lew, Babbicombe, Bovey Tracey, for boys; Exeter, St. David's, for boys; Challacombe; Ottery St. Mary, for girls; and Withycombe Raleigh. Additions have been made to the buildings at Bradninch, North Molton, and Sidmouth (parochial school). New school buildings.

In connexion with the subject of new buildings, it is my duty to call your Lordships' attention to the fact, that many school buildings towards which the State has contributed, are found, when they come to be used, to be defective in means of ventilation. The plans of these buildings have been before the Education Department, and have been approved by it. At the inspector's annual visit the defect is noted, admitted by the managers, reported to the Education Department. Thereupon the managers are called upon to remedy it, sometimes with a threat of a diminution of grant, and alterations are made at a considerable expense. The managers complain, and I think with reason, that the defect was not noticed, when the plans were before the Department, and any changes could have been made at a small cost. Ventilation.

During these two years the following schools have come under inspection for annual grants for the first time. Ashbury and North Lew; Hennock; Landkey; Morebath; King's Nympton; Newport, near Barnstaple; Petrockstowe; Thorverton, girls; Widecombe in the Moor; and Withycombe Raleigh. New annual grant cases.

The National School, Exeter, was held in hired premises, of which the lease has expired. The boys' school is transferred to the new buildings of St. David's, and the girls to the St. David's girls' school from which the boys formerly in attendance are transferred to the new boys' school. Changes in management.

The school at Seaton has been transferred from the Church of England list to the British list, owing to the refusal on the part of the parochial clergyman to certify that he is "satisfied with the pupil-teacher's attention to his "religious duties." Removal of Seaton.

In 1867 the number of children presented in standards was 7,088. Of these, 89 per cent. passed in reading, 93 per cent. in writing and spelling, and 84 per cent. in arithmetic. Passes in standards in 1867.

In 1868. In 1868 the number of children presented in standards was 6,903. The per-centage of passes was 89 in reading, 93 in writing and spelling, and 83 in arithmetic.

Apparent retrogression. A comparison of the number of passes in the two years would seem to show, that the education of the district was at a stand-still in reading and writing, and falling back in arithmetic.

Retrogression, its causes. My own impression was, that this was not the case. I thought that there were elements of disturbance, which would account for the seeming retrogression. There were changes of date of inspection, which caused some schools to be inspected twice in one year, and some not inspected at all in the other year. Others were examined in different months in the two years. Some had come into my hands for the first time, and were not used to my plan of examination.

Retrogression tested. I accordingly compared the results of the examination for three successive years of 41 schools of the ordinary type, in which there were none of these elements of disturbance, and which had been in charge of the same teachers during the three years. Many of them had not had any change of

Showing a progress. teachers for several years. I found that the per-centage of passes in all subjects in 1866 was 271, in 1867 279, and in 1868 282.

It is evident then, that in these schools at least there has been a steady improvement.

Schools which have done well in 1867. In 1867 only one school in the district had no failures in any subject, Lapford in North Devon; but 12 schools had more than 290 per cent. of passes, Exeter, Central, girls', 296; Lympstone, 296; Thorverton, boys', 291; Honiton, boys', 296; Ottery St. Mary, boys', 298; Broad Clyst, boys', 292; Whimple, 295; Ilfracombe Parochial, girls', 298; Loxhore, 298; Yamscombe, 293; Exmouth, 294.

Schools which have done well in 1868. In 1868 there were five schools without failures. Barnstaple Blue Coat, boys'; Countess Weir; Broad Clyst, boys'; Lapford; and Loxhore. There were also ten schools with above 290 per cent. of passes:—St. Giles-in-the-Wood, 294; Wear Gifford, 291; Ilfracombe, St. Philip's, boys', 295; Ilfracombe Parochial, girls', 293; Sidmouth, All Saints', 290; Ottery St. Mary, boys', 296; and Merton, 291.

Special progress. In several schools in the district there has been good progress during the last two years, of which the most noteworthy are—Bickington, which, from, in 1867, an average attendance of 57, presented for examination 33, per cent. of passes, 218, rose, in 1868, to an average attendance of 89, presented for examination 63, and per-centage of passes 287; and Cullompton Girls' school, which, from, in 1867, an average attendance of 60, presented for examination 27, per-centage of passes, 240, rose, in 1868, to average attendance

87, presented for examination 62, per-centage of passes 246.

The following schools have availed themselves of the Minute of the 20th February 1867, and have presented children in an additional subject, grammar, geography, or letter writing, with a view to obtaining the additional grant:—In 1867, Drewsteignton; Hatherleigh, boys'; Torquay, Trinity, boys' and girls'; Torquay, boys'; St. Mary Church, boys'; Kingsteignton; Barnstaple Blue Coat, boys'; Swimbridge; Ilfracombe, boys' and girls'; Ilfracombe, St. Philip's, boys'. Minute o February 1867.

In 1868.—Countess Weir; Dawlish; Kenn; Exeter Central, boys' and girls'; Exeter, St. James, boys' and girls'; Exeter, National, boys' and girls'; South Molton; Torquay, boys' and girls'; Torquay, Trinity, girls'; St. Mary Church, boys'; Swimbridge; Iddesleigh; Kenton, boys'; Kingsteignton; Loxhore; Bratton Fleming; Ilfracombe Parochial, boys' and girls'; Lynton; Barnstaple Blue Coat; Wear Gifford; Winkleigh; Merton; Castle Hill; Lapford; Witheridge; Colyton; Ottery St. Mary, boys' and girls'; Honiton, boys' and girls'; Tiverton; Charmouth; Lyme; Brampford Speke; Uploman; Cullompton, boys'.

Most of these schools have chosen geography as their additional subject. I regret this, as I think, that grammar may be made quite as interesting, and is a much better exercise of the thinking powers of the children. Several, however, of them have presented children in both grammar and geography, and a few have done a little in history. The schools which have professed subjects beyond the requirements of the Revised Code are, as a rule, those which do best in reading, writing, and arithmetic. I have no doubt but that the Minute of February 1867 is doing something to improve the character of education among the labouring classes, but there is much need of more sweeping measures, before their education can become, what it ought to be. Grammar better than geography. Superiority of schools which teach additional subjects.

In the district over which my inspection extends there are (exclusive of Exeter and Torquay) 306 parishes, in but 82 of which are there schools under certified teachers; in 17 more there are schools not under certified teachers which are occasionally visited; in three parishes there are schools visited by the British school inspector, or the Roman Catholic inspector; nine more are in union with other parishes having a school. With these deductions there remains a total of 195 parishes in the district, for which the country has no guarantee that the education given to the labouring classes is such as it ought to be. Dearth of education.

Of these 195 parishes,—Crediton has a population of more than 5,000, and an estimated rental of 25,863*l.*; Ashburton, rental, 13,027*l.*; and Torrington, rental, 8,696*l.*, have popula- Large parishes without schools

under certified teachers.

tions above 3,000; East Budleigh, rental, 10,446*l.*; Uffculme, rental, 12,196*l.*; and Braunton 10,778*l.*, have populations above 2,000; six more have populations above 1,500; 14 have a population above 1,000; five have a population above 900; eight above 800; six above 600, and 19 above 500. Now many of these parishes pay a poor rate varying from one shilling to two shillings in the pound, and would not suffer much from an additional rate of a few pence, which would ensure the opportunity of a better education to the labouring classes.

Proportion of population to children on registers.

Again, the whole district contains a population of 326,424 according to the census of 1868. In 1868 the number of children on the registers of schools under my inspection was 15,424. The number of children on the registers of schools in the district visited by other inspectors might be about 3,000.

This out of a population of more than 300,000 gives only a total of about 18,000 children on the registers of schools under inspection.

Small proportion who attended 200 times.

But of the small number of 15,424 children on the registers of schools only 9,362 were presented to me as having fulfilled the moderate requirement of 200 attendances (attendance, not days) at school during the year.

Proportion of infants.

Again, of these 9,362 a considerable proportion, 2,459, were infants under six years of age, and not submitted to the test of individual examination.

Nature of education obtained.

Of the 6,903 who were actually submitted to this test, it remains to inquire whether they were benefiting as they ought to have done by the education offered to them.

Attainments and ages compared.

If these children had previously received a proper education in an infant school or the lower part of a general school, judging from the returns of their ages, 16 per cent. ought to have been presented in Standard I., 17 per cent. in Standard II., 17 per cent. in Standard III., 16 per cent. in Standard IV., 13 per cent. in Standard V., 9 per cent. in Standard VI., 13 per cent. in Standard VII.; but the numbers actually presented were 29 per cent. in Standard I., 26 per cent. in Standard II., 19 per cent. in Standard III., 13 per cent. in Standard IV., 8 per cent. in Standard V., 4 per cent. in Standard VI., 1 per cent. in Standard VII.

Attainments too low.

A comparison of these figures will show, that the attainments of the greater part of the children presented were much below, what they ought to have been.

Children leave school with imperfect education.

I have compared these numbers with the returns of former years and find, that they are a fair sample of, what may be expected under existing circumstances. Taking this to be so it appears that out of 100 children examined in Standard

I. there remain to be examined next year in Standard II. but 90; that is, 10 children out of every 100 leave school with the knowledge denoted by Standard I., 24 more out of each 100 leave with the knowledge denoted by Standard II., 21 more with that of Standard III., that is, 55 children out of every 100 pass out of school without reaching the moderate attainments required by Standard IV., *i.e.*, reading "a short paragraph from a more advanced book used in the "school." Writing "a sentence slowly dictated once by a "few words at a time from the same book." Arithmetic, "a sum in compound rules (money)."

Short term of attendance.

Again an examination of managers' returns, which refer to the continuance of children in school, shows, that out of 100 children, who come into these schools, 58 remain more than one year, 41 remain more than two years, 26 remain more than three years, 17 more than four years, and 25 remain five years, &c.

Otherwise considered.

Or putting this another way, out of 100 coming into a school, 42 disappear with less than one year's education, 59 with less than two years' education, 74 with less than three years' education, and 83 with less than four years' education.

Conclusions.

From these facts then we may gather, that, even in the small number of schools under certified teachers, the number of children in attendance is too small, their attendance is very irregular, their attainments are much below, what might be expected from their age, and their continuance in school is too short to enable them to receive a good education.

Inspected schools better than non-inspected.

I have used the words "for which the country has no "guarantee" advisedly, but I believe I might safely use stronger terms. Although many schools not under certified teachers do not come under my notice, I occasionally visit some of them, and, as far as I remember, have very seldom met with any, in which the attainments were not much below those of schools under good certified teachers.

Need of legislation.

Looking then to the small number of schools in the district in which efficient teaching is given, and the small result of such teaching, from irregularity of attendance, and other causes, I am convinced, that some legislative measure is needed, which shall secure better means of education, and shall compel the attendance of children, that they may benefit by the education offered.

It would not be difficult to show, that a very small local rate, with or without children's pence, aided by a grant from the State, would be sufficient to support a good school in every parish of more than 500 inhabitants.

At present the chief burden of the support of schools is borne by the clergy, the farmers as a class give nothing, the

contributions of country gentlemen are shamefully small. I could name parishes, in which good schools are mainly supported by the clergy, where there are large estates owned by men of high position in the county, but whose names do not appear on the list of voluntary subscribers.

It seems neither fair nor honourable for men of large means thus to shirk their responsibilities. It is as bad as if the parishes expected the parsons to pay for the cleaning of the church clocks, and almost as bad as if the county required them to bear the cost of the county police.

United schools.

In 1867 I examined for the first time a group of united schools under a superintending certified teacher. There were four schools in the group having a total average attendance of 122, 64 children were presented in standards, and obtained 276 per cent. of passes.

In 1868 another school was added to the group, the average attendance had increased to 163, the number presented in standards to 96, and the number of passes to 284 per cent. The increase in attendance and in number presented in standards was not due merely to the school added to the group.

The schools in the group are taught by mistresses of varying capacity, but the results do not seem to differ much in the several schools; such is the good result of the superintendence of the principal teacher.

The cost of this experiment was guaranteed for a term of years by Miss Burdett Coutts; but in 1867 the grant obtained was sufficient to pay the salary of the superintending teacher and show a balance of a few shillings. In 1868 the balance must have been much larger, but I am not aware how it was disposed of.

This scheme of united schools, with some modifications and some relaxations, might probably be carried out in a large number of the parishes with less than 500 inhabitants, where it might be impossible to provide an efficient teacher for each parish.

Of course the schools in this group are not equal in all respects to those under a good certified teacher; but they are better than some schools under an indifferent certified teacher, and in the mere subjects of reading, writing, and spelling, and arithmetic make a very respectable appearance.

I have the honour to be, &c.

W. W. Howard.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year ending 31st August 1868, by Her Majesty's Inspector, the* Rev. R. L. KOE, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* KENT *and* SUSSEX.

MY LORDS, January 1869.

I HAVE the honour to present my report on the schools which I have inspected in the counties of Kent and Sussex during the year ending 31st August 1868.

No change has taken place in the extent of my district, which comprises the county of Sussex and about one-third of the south-western portion of Kent.

The following table will show the result of my work:— Number of teachers and scholars.

(1.) Number of schools, *i.e.*, institutions held in separate buildings and separately managed, visited on account of annual grants, 192.

(2.) Number of school-rooms in which separate teachers are employed—

Boys	57
Girls	44
Infants	25
Mixed	126
	252

(3.) Number of teachers—

Certificated	259
Pupil-teachers	141
Assistant teachers	19
	419

At the date of last report, 31st August 1866, the number of teachers employed was—

Certificated	236
Pupil	119
Assistant	18
	373

It will thus be seen that there has been an increase of—

Certificated teachers	23
Pupil	22
Assistant	1
	46

The number of children present at the examination was—

Boys - - -	12,397
Girls - - -	11,088
	23,485

Of this number there were presented for examination, and fulfilling articles 40–47,—

Boys - - -	8,262
Girls - - -	4,866
Infants - - -	416
	13,544

The passes on examination were—

Reading - - -	12,452
Writing - - -	12,304
Arithmetic - -	10,942
	35,698

Thus 91 per cent. passed in reading.
„ 90 „ „ writing.
„ 80 „ „ arithmetic.

Religious knowledge. In most of the schools the children's religious knowledge is good or very fair, and but few cases have occurred where I have found it necessary to give an unfavourable mark for this subject.

Reading. I fully coincide in the remarks expressed by many of my colleagues, that the reading is passable, but at the same time far from good. Many of the children read with much fluency but their intelligence is not sufficiently connected with their work. When examining the children in the lower classes I have frequently deemed it desirable to recommend a greater variety of books, more particularly for children in Standard I., where the same book is read over so constantly that the text is learnt by heart.

Writing. The writing is generally satisfactory, but as a general rule more attention should be paid by the teachers to the children commencing to write from dictation on paper. In many cases it is bad and crabbed, and can hardly be otherwise from the awkward position in which the children sit. In inspected schools we now, happily, see but few, if any, instances where the desks slope at such an angle that it is impossible for the children to write even decently. The writing is better taught by masters than by mistresses, and, without invidious distinctions, I would name two schools where this subject deserves special commendation, viz., Tunbridge Wells, Victoria, and Penshurst boys' school.

Arithmetic is methodically taught, and in the lower classes an improvement has certainly been effected since the introduction of the Revised Code. A large number of children fail in Standards IV. and V. if a sum be set involving any adjustment of details. Arithmetic.

In a great number of schools in my district your Lordships' Minute of 20th February 1867 has produced a very beneficial effect, though the amount to be earned in large schools is comparatively small. In some of the good schools the higher subjects have not been neglected, but in far too many cases attention has been only given to the subject that will pay on the day of the inspector's visit. Now, however, a reaction has taken place, and wherever the staff of teachers is sufficient the extra grant will, I believe, in future years be claimed. An incentive has been held out to the elder children to continue longer in school, and the interest in their work has been much increased. In nine cases out of ten geography has been selected as the extra subject, to the neglect of grammar and history. Higher subjects.

During the past year 42 night schools have been examined, chiefly by the managers, under article 142, as I have been precluded by pressure of work from superintending the examination in person. In these departments the average number of scholars in attendance was 653, and the number present at examination 542. The amount of grant under this head was 191*l.* 17*s.* 1*d.* Night schools.

The great difficulty in working night schools in rural districts is the want of teaching power. It can hardly be expected that a master who has been engaged all day in his school, and has besides to instruct his pupil-teacher, can conduct a night school with spirit and energy. Without the aid of an assistant teacher a night school cannot well be carried on continuously and efficiently. My remarks apply to rural schools, where it is frequently very difficult to obtain lay help. In town schools proper I have but one night school under inspection, viz., Brighton, St. John's, where from 80 to 90 of both sexes are under instruction.

From the number of annual grant cases on my list I have been able to devote but a very short time to the inspection of schools not in receipt of an annual grant. Of the six I have visited, two were in a tolerably efficient state; but the teachers of these, it should be observed, had received the advantage of being trained in a normal school. The other four were bad schools. Simple inspection cases.

I am glad to be able to state that the managers of schools in Sussex are gradually learning to appreciate the services of certificated teachers. During the year 11 new schools have

New annual grant schools.

been added to my list, viz., Angmering, Barcombe, Beckley, Colegate, Danehill, Lingfield, Slinfold, Rogate, Storrington, Washington, and Worthing boys' school. Two more also Edburton and Ore, have been inspected under article 72 *b*.

I have the honour to be, &c.

R. L. Koe.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Years ending August* 31*st*, 1867 *and* 1868, *by Her Majesty's Inspector, the* Rev. M. MITCHELL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *in the* EAST OF LONDON *and* NORTH MIDDLESEX, *with extra* SCHOOLS *in* CAMBRIDGE, HUNTINGDON, ESSEX, WILTSHIRE, *and* HANTS.

MY LORDS, January 1869.

I HAVE the honour to present a report on the schools inspected by me from September the 1st, 1866, to August 31st, 1868, being the 21st and 22nd years that I have been inspector. General.

The number of schools inspected has been in,— Schools inspected.

	1867.	1868.	Total.
Boys - - -	57	68	125
Girls - - -	62	57	119
Infants - - -	43	56	99
Total -	162	181	343

The number of children in those schools when inspected has been in,—

	1867.	1868.	Total.
Boys - - -	11,491	10,838	22,329
Girls and infants - -	8,133	8,410	16,543
Total -	19,624	19,248	38,872

The number of miles travelled has been in 1867, 2,257; 1868, 2,976; total, 5,223.

The number of children examined by myself in each year has been in 1867, 3,312; 1868, 4,010; total, 7,322.

By my assistant, Mr. Bilton, B.A., 1867, 5,877; 1868, 7,063; total, 12,940.*

---

* In addition to these numbers Mr. Bilton has revised the papers of 99 evening scholars, and examined, with Mr. Campbell, 1,952 day scholars, and with Mr. Tinling 301 day scholars in 1867; and in 1868, examined with Mr. Campbell, 2,229 day scholars, with Mr. Tinling, 350 day scholars, and revised 410 papers of evening schools in the district, and 265 papers of evening schools of Calne and Brokenhurst.

Total number of children examined.

Thus the total number of children examined is,—

——	1867.	1868.	Total.
Self - - -	3,312	4,010	7,322
Assistant - -	5,877	7,063	12,940
Total -	9,189	11,073	20,262

Of the total number of schools in the district the reports have been in,—

——	1867.	1868.
Good - - - -	53	56
Fair - - - -	62	97
Moderate - - -	47	38
Total - -	162	181

Pupil-teachers.

I have held general examinations of pupil-teachers in 1867 on seven days, in 1868 on ten days. The following scheme shows the numbers that attended in each group:—

MALES.

——	Candidates.	1st.	2nd.	3rd.	4th.	5th.	Total.	Places.
1867.								
Bethnal Green - - -	4	2	1	—	—	—	7	11
St. George's-in-the-East - -	1	1	—	2	—	—	4	6
Kilburn - - - -	1	3	2	—	2	—	8	6
Home and Colonial, June -	1	—	1	—	—	—	2	5
„ „ July -	—	—	—	1	—	—	1	5
Bow Common - - -	8	9	2	5	—	2	26	12
St. George's-in-the-East - -	4	1	3	1	1	2	12	7
Total - -	19	16	9	9	3	4	60	62
1868.								
Hoxton - - - -	8	2	2	—	1	—	13	10
Bethnal Green, January - -	3	2	1	1	—	—	7	9
„ „ February -	1	—	—	—	2	—	3	5
Hampstead - - -	2	2	3	2	—	—	9	8
Harrow - - - -	1	—	—	—	—	—	1	4
Home and Colonial - -	—	—	—	—	—	—	—	5
Enfield - - - -	1	1	—	1	1	—	3	7
Bow - - - -	5	4	7	2	4	—	22	14
St. George's-in-the-East - -	4	5	1	2	1	1	14	8
Total - -	25	16	14	7	9	1	72	78

FEMALES.

	Candidates.	1st.	2nd.	3rd.	4th.	5th.	Total.	Places.
1867.								
Bethnal Green	8	13	6	2	2	—	31	—
St. George's-in-the-East	4	6	2	1	6	1	20	—
Kilburn	4	6	—	2	4	—	16	—
Home and Colonial	3	5	4	3	1	1	17	—
" "	3	1	2	—	2	—	8	—
Bow Common	12	10	9	7	7	5	50	—
St. George's-in-the-East	4	4	4	7	4	3	26	—
Total	38	45	27	22	26	10	168	—
1868.								
Hoxton	12	11	8	2	3	1	37	—
Bethnal Green	8	4	4	4	3	1	24	—
" "	7	3	2	4	1	1	18	—
Hampstead	9	7	4	—	3	1	24	—
Harrow	3	1	2	—	—	—	6	—
Home and Colonial	4	3	6	3	3	1	20	—
Enfield	2	4	1	2	—	—	9	—
Bow Common	9	7	7	9	7	5	44	—
St. George's-in-the-East	6	1	4	4	7	4	26	—
Total	60	41	38	28	27	14	209	—
Out of the district :—								
Calne, males	1	1	1	1	1	—	5	2
" females	1	1	1	—	1	—	4	—

The number of places in the district from which pupil-teachers attended was 62 in 1867, and 78 in 1868, being an increase of 16 in 1868, to which must be added two places in Wiltshire. The number of male pupil-teachers and candidates has increased by 16 in this latter year, of female by 41.

These returns, therefore, seem to exhibit a slight increase in the progress of the pupil-teacher system in this district.

On the other hand there is a decrease in the number of boys inspected, amounting to 653, but an increase of girls by 257.

The number of male pupil-teachers as to female is as 1 to $2\frac{1}{2}$, in 1865 it was as 1 to 3. In many schools pupil-teachers are not appointed simply for want of funds to support the expense.

The number of assistant teachers now employed in the district (1868), is males, 21 ; females, 20; total, 41.

Assistant teachers.

These assistants are defective for the most part in school power, slow and dilatory in action, and do not grasp their subjects with intelligence or life. In any case I should not recommend their appointment to the same schools in which they completed their apprenticeship, otherwise they lose that variety of methods which gives experience, and too frequently reproduce the defects rather than the excellencies of their former teachers. I still retain the opinion that they should only be sanctioned in large schools, and am fully convinced they had better have followed for their own interests the course of a training school. The conduct of the pupil-teachers is generally well reported upon by the managers. They are in my own observation much improved in tone, style, and manner. Their paper work also is very much more satisfactory than it has been since 1861, yet not equal to the performances of an earlier date.

The male pupil-teachers too frequently leave their schools before completing their apprenticeships, mostly to take situations as clerks, and do not, as a rule, enter training colleges.

The females more regularly continue the full course, or if not take places as assistants.

I have felt it necessary to impress on the teachers generally that they should not merely retain but improve upon the habits and knowledge acquired in their training. I am sorry to be obliged to report that many, not going forward are less valuable than when they started in their career, and that now that extra subjects are required, great difficulty exists as to good methods of teaching the same. With few exceptions the geography, grammar, &c. are most defectively handled, and the result so unsatisfactory as to scarcely earn any conceivably small grant. The leniency of the past year must not be expected to be continued.

The progress of education has been very much impeded lately by the prevalence of scarlet fever, and also by the severe distress in the east of London during the last winter.

Ten schools have been transferred to the district from Hertfordshire and Essex.

I regret to add that the increase of schools receiving grants during the two years has been very inconsiderable; only three new schools are returned: Poplar, St. Matthias'; Limehouse, St. Peter's Mission; Holloway, St. James'. While the small schools at High Stone and Kenton, have been withdrawn, and the larger one of Kilburn St. Mary has been closed.

The foregoing details prove that this educational district continues in very much the same state as it was two years ago; and notwithstanding a slight general improvement in the instruction the schools in few cases succeed in giving a real and good education. The boys and girls read and write and cypher fairly for their age in all schools reported as good and fair. In the schools set down as good, life and intelligence, and good teaching prevailed, and mostly some little geography is taught, and in a few, grammar. In the fair schools little more is attempted than the mere elements, while in the moderate schools few of the scholars even master these subjects. Some of them are simply disgraceful to the teachers and not creditable to the managers. I have vainly in one or two instances pointed out to the managers the defects as to discipline and instruction entirely due to the inability and inertness of the teacher. Earnest managers agree with me, they regret the fact but state they have no power to alter the position, as the other trustees, or the subscribers in whose hands the appointment rests, will not consent to make any change. State of education in district.

I alluded in my last report to the want of attention to cleanliness both of schools and person, which too frequently prevailed in certain parts of the district, I am very happy to state that a considerable improvement has taken place in these respects.

There is still, however, much wanting in regard to politeness, I mean gentle civilities of life, and that self-respect which manifests itself in respect for others, both private and public and which acknowledges obedience to authority, because it is authority. In one of the large schools at the east of London the clergyman examining the boys found it impossible to get out of them any idea of what was meant by "betters" in the catechism. "To order myself lowly and reverently to "all my betters." They plainly expressed by their manner that they knew "no betters" and still less how "to order "themselves lowly and reverently." Some persons seem to imagine it an insult to suppose that they have any betters; they forget that the catechism applies to all orders and ranks of men, that there is only one person in the realm who is superior to all, and that every member of the Church of England, whether Lord or Commoner, agrees in this respect, and the more exalted the rank the higher the respect for law and authority. To think otherwise is simply vulgarity and ignorance. Proper independence is one thing, vulgar assumption another, besides being entirely untrue. Perhaps it may appear to others as to myself that now that in several ways the workman class is thrown in juxtaposition with the On cultivation of manners.

employing classes, that they enter together largely into the same amusements, congregate together in the same buildings, ride together in the same railroad carriages, and in fact, form as it were a more intimate part of the same family, it might be suggested that a much more minute attention should be paid in schools for the working class youth to matters of cleanliness, personal propriety and decorum of language and action, so that the rising generation of the country should attain somewhat of the habits of the gentleman as they are admitted to the political freedom of the citizen. It is a great blessing to see how very much improved all classes of the community have become in the last twenty years. It only needs the attention of the schoolmaster to render the entire workmen of this realm as equal in this respect as they now are in others, to the operatives of foreign nations.

There are no particular observations to be made respecting the schools in Wiltshire, Derbyshire, Cambridgeshire or Hampshire. The ones I inspected are for the most part situate in small villages, and are equal, in one or two cases superior, to the average. The schools at Tetbury are very good, among the very best of small towns. Those at Rollesston and Brocklehurst very satisfactory as village schools.

The buildings of the schools everywhere are in good order. The heating of rooms by iron stoves is very objectionable. Improvements have been made in many places in ventilation and light, and in several instances small panes of glass removed to introduce larger ones. At St. Peter's, Stepney, St. Leonard's and St. Michael's Bromley, in the year that has elapsed not a pane has been broken, and the year's saving has paid the bill for the alterations or nearly so.

Infant schools.

The infant schools show greatest decline. There is scarcely any vestige of the old excellencies remaining. They have become for the most part monotonous and wearisome. The school songs want life, vigour, and freshness, and the instruction has become mechanical, without energy, and mere routine. An unvarying round of platitudes, Adam and Eve, Moses, Joseph repeated *ad nauseam.* If the instruction of other schools has little improved these have become a nullity ; the bent is to get worse, the hindrance its impossibility. I revised the papers of the teachers who sat for infant certificates. There was nothing in them which manifested any sign of a peculiar knowledge fitted for the class of school in which they were to teach hereafter, or of peculiar methods to be observed for the special training of the infant mind. They were in fact the papers of the ordinary boys' and girls' school teacher, nothing more; and in the

inspection of the schools themselves, in the great majority the same is to be observed. There is no invention, no novelty of idea, and small power of interesting or training the children. The fittings and apparatus and even books and pictures are mostly very unsatisfactory, and of entirely antique construction. I do not know whether any new pictures have been published, but I have not seen any series in any school that is not at least 20 years old, and which once supplied is seldom renewed. The rooms also are ordinarily too crowded with children, and no class room has been provided in most instances. With few exceptions the children leave them with little more of education than their elders used to possess when quitting the old dame schools.*

Number of passes does not indicate the true condition of a school.

It may be proper to state that the condition of a school is not necessarily indicated by the number of passes. A very inferior school may rank with the highest in this matter. The one may just satisfy the claims of the Revised Code, while the other exhibits all the life, activity, and excellence which alone can be called education, but which is not indicated by the number of passes. There is also a plan of omitting to subject to examination any but those the master considers likely to pass; thus in many schools, some even the best, the numbers set down for examination bear no proper proportion to the numbers in average attendance. Again, the number of passes may include a very large proportion in Standards I., II., and III., the candidates in the upper standards being very few.

The method of examination by standards, the obligation that a boy be passed in all the early standards, even if he be quite equal to higher ones, is very injurious to the progress of education. The managers and teachers look to the money to be received from the boy's annual attendances, and they place him so that they can get the most out of him. A clever boy is thus often examined annually in a standard lower than his acquirements would warrant, and stimulus to exertion is removed simply because he has not been in the school the number of years. I would suggest that to remedy this defect each candidate be allowed to pass in whatever standard he is fitted to be examined in, and that his subsequent passes should be allowed according to his progress each successive year. Thus his real educational position might be Standard IV., but his grant position Standard II.

Night schools.

The number of night schools examined was in 1867 (no account), 1868 24, and the number of pupils in average attendance in 1867 216, 1868 510.

* Here and there there are schools to which these remarks do not apply.

I was not able, either by myself or my assistant, to attend the examinations of these schools. The papers worked were referred to me and revised by Mr. Bilton. I have therefore no right to give an opinion upon the usefulness or advantage derived to the education of the country from these institutions, but from the cursory glance at the papers my opinion is not favourable. They are a considerable expense, and cause a great deal of trouble to the promoters with very indifferent results. Taking the same standards as in the day school examination, I find that in 1867, 1868 there passed—

	1867.	1868.
In Standards I., II., III. - -	100	218
In Standard IV. - -	21	56
In Standards V., VI. - -	10	33
Total - -	131	307

The numbers examined in 1867 were 179, in 1868 452, so that only one-third of all examined passed, and of these two-thirds passed only in Standard I. Those passed in the higher standards had evidently not received the profitable part of their education in the night school.

The very small number of these establishments, most of them in country villages, seems to show that managers of schools have formed the same opinion as myself. Perhaps, however, London and its neighbourhood may be exceptionable, and in the manufacturing districts these schools may confer inestimable benefits. I had the pleasure of inspecting the night school at Tetbury in Gloucestershire, November 1867, and have no day school in my district with better tone, more order and discipline, or of which the results are superior. It was a large school, and in every respect a success.

The numbers examined not in proportion to numbers in average attendance.

I select some instances in which the number presented for examination is greatly inferior to the number in average attendance.

No infant school is included, as of course their average attendance will always be much larger than the numbers to be examined.

In 38 schools I find the number in average attendance to be 5,347, while the number brought up for examination is only 3,123, not therefore one-third of the average attendance, and this does not include those that fail to pass.

Standard requirements.

The education of the first three standards is simply the merest elementary knowledge, in fact, is merely initiatory.

To read simple sentences, to write dictation of trisyllables, word by word, to work multiplication sums is its highest class.

In the year 1868 out of 12,484 children 9,401 were examined in these standards.

In Standard IV. there were 1,682 examined out of the same number. This standard includes reading a short paragraph, writing a sentence dictated a few words at a time, and elementary arithmetic in money.

In the last two standards which can alone be said to embrace a real education, there were only 1,401 out of the 12,484 who were examined.

I have stated that these last standards are real education, but I must not omit to add that they do not include geography, grammar, or history. It seems to me then a mockery to call any even of the successful candidates in any of the standards really educated as determined by examination.

In most Church of England Schools the scripture knowledge is very fair.

The accompanying tables, prepared for me by the kindness of the officials, will be found exceedingly useful to develop the real state of the education of the district as represented by schools receiving Government grants.

Schools inspected by Rev. M. Mitchell, year ending 31 August 1868.

Number of children in average attendance - -	In boys' or mixed schools - - -	8,691
	In girls' or mixed schools - -	6,398
	In infants' schools - - -	6,475
		21,564
	In night schools - - -	510
Present at inspection - - -	Boys - - - -	10,501
	Girls - - - -	7,002
	Infants - - - -	7,837
	Night - - - -	66
		25,406

Children examined under Standards	Day Schools.		Night Schools.	
	Total Number examined.	Number passed completely.	Total Number examined.	Number passed completely.
I.	3,926	2,654	117	94
II.	3,157	2,194	109	66
III.	2,318	1,508	91	58
IV.	1,682	1,067	86	56
V.	941	584	31	20
VI.	460	316	18	13

Annual Grant schools only are included in this return.

Schools inspected by Rev. M. Mitchell, year ending 31 August 1867.

Number of children in average attendance - - -	In boys' or mixed schools - -	6,603
	In girls' or mixed schools - -	4,875
	In infants' schools - - -	5,616
		17,094
	In night schools - - -	216
Present at inspection - - -	Boys - - - - -	7,820
	Girls - - - - -	5,327
	Infants - - - -	5,919
	Night - - - -	—
		19,066

Children examined under Standards	Day Schools.		Night Schools.	
	Total Number examined.	Number passed completely.	Total Number examined.	Number passed completely.
I.	2,884	1,812	45	34
II.	2,266	1,448	68	52
III.	1,678	1,037	19	14
IV.	1,209	678	30	21
V.	670	454	4	2
VI.	351	233	13	8

Annual Grant schools only are included in this return.

Difficulty of funds.

In every previous report it has been a painful duty to refer to the extreme difficulty which many of the clergy experience in collecting funds for the maintenance of their schools; when I allude to any defect, either of building, of books, apparatus, or furniture, I am constantly met by the observation, that though my remarks may be correct there are no funds to carry out the suggestions, that in fact the schools live as it were only from day to day, that mostly they are in debt, and nothing but the receipt of the whole of the expected Government grant will enable the managers to escape bankruptcy and the consequent necessity of closing the schools. I am perfectly justified in stating that there are few schools, especially in the poorer districts, which without the clergyman incurring great responsibilities would be able to maintain an existence of half a year in advance.

The documents of several schools show this fact.

St. Simon Zelotes, Bethnal Green.—The schools are leaving every year an increased deficiency, casting on the incumbent a heavier burden of anxiety and debt.

"The amount cast upon me personally, to collect mainly by sheer begging, has been at the rate of 168*l.* per annum, and out of this I cannot raise 10*l.* in my own parish. The accounts show that resort has

been had to a concert and bazaar even to make up part of the deficiency, and a fair portion (10*l.* 17*s.*) of the amount received for hire of room has been produced by magic lanterns.

"Thus the schools are starved or starve the incumbents who try to keep them up in an efficient state. No wonder then that the partnership between the parish clergyman and the parish school should have been already twice dissolved in Bethnal Green in parishes less poor than this.* I am left at the close of the last school year 83*l.* 13*s.* 3*d.* in actual advance.

"C. M. Christie, Incumbent."

"*Holy Trinity, Shoreditch.*—An appeal to the parishioners.

"I bring to your notice the infant school account for the year ending January 31st 1868, and point out that the donations (31*l.* 10*s.*) from former parishioners and friends of mine I cannot again expect to receive. Had it not been for these the school must have been closed, for as yet I have met with no response to my letter of last year from any one resident within the district. The population is 6,000.

"W. M. H. Jenkins."

The practice of having concerts, bazaars, and lectures not merely for the school funds, but for other purposes, has proceeded to a most unreasonable extent, so as to materially interfere with the proper purpose for which the schools were erected and are supported. The following extract from a log book proves this—

"1868, Jan. 10th. Some ladies came from Miss ——— to measure for some decorations for her concert.

"Jan. 15th. The room not ready for school till 9.30 a.m., and in the afternoon I dismissed the children at 3.45 as the room was wanted in connexion with the concert which Miss ——— is going to give on Thursday (to-morrow).

"Jan. 16th. The children in the school had a whole holiday given them because both the rooms were wanted as Miss ——— concert for the benefit of the 'District Visiting Society,' is to be held here this evening.

"Jan. 17th. Room not ready to begin school till 9.30 a.m., and in the middle of school time the men came to take away the piano.

"Jan. 23rd. The rector came in and spoke about the rooms being wanted every Friday for a meeting of the Poor Law Guardians at 4.15.

"(Every Friday after 'dismissed school at 3.30' for this purpose.)"

It so happened that on one occasion I had appointed a day for the inspection of a school at the east of London; the manager replied that it was unfortunately the day arranged for the election of members of Parliament for the borough, and that the school was engaged for one of the polling places. The matter was referred to the secretary, Mr. Lingen, who immediately wrote to the managers a letter which entirely convinced them of the illegality of such occupation of the room, and of the responsibility they had incurred or would incur if they persisted in the intention. Nothing could be franker, more polite, or satisfactory, than the immediate reply of the managers to myself, informing me they had abandoned the idea; that it would be a great loss to the school,

* Bethnal Green consists of many parishes.

which had on previous occasions derived considerable benefit from the hire, but being illegal they felt they must submit, which they were happy to do. The election arrangements were consequently altered, they are reported as having been exceedingly incomplete, and the amusing part of it is that the friends of each defeated candidate attribute to me the loss of his seat. The school funds lost 17*l.* in consequence.

I have to mention with respect the names of Messrs. Charrington, Coope, Cotton, Currie, and Handbury, who, employing numerous hands, exhibit great sympathy with the educational wants of their people. Mr. Charrington has added an entire new school to the Red-coat Stepney establishment. The large gas company mentioned in my last report continue to take no interest in the matter.

Books. The opinion expressed in my last report on the unaptness of the books now in use in our national schools remains the same. There is no improvement. There are many excellent series, I am not permitted to mention them by name, most of them are, however, from causes previously advanced, almost totally inappropriate. But while there can be no other objection against these than that of their unfitness for our schools, on account of their being intended for a higher class of readers, there are several other series, so prolixly and prosily written, containing such little information, and even so much false statement, so backward in regard to matter, and so imperfect as respects form and capability of imparting any useful knowledge, that it seems to me the Committee of Council should possess at least the power to decline accepting them as fit for the instruction of schools receiving grants from the public purse. It is impossible adequately to express the feeling of contempt excited by the twaddle, false moral, and degraded sentimentality, which some people consider fit to form the education of the working classes, about to become influential members, and take their share in the management of the country. The State has at least a right, and the working classes that right also, to demand that if education be in part directed by official employés, and superintended by very high officers of the Government, it should be a real true and valuable education that is provided, and equal to the wants of the population; all else is a mockery and a delusion.

My colleague, Mr. Arnold, has well expressed his sense of this most important matter, and it is a pleasure to me to coincide in this, as well as most if not all of the views on education which his experience unfolds. It is the more pleasure since his district occupies the same ground as that intrusted to myself, and our unanimity of opinion exhibits the

ideas held on the subject by the inspectors both of dissenting and church schools. I consider myself justified in quoting from Mr. Arnold's report the passage which so entirely agrees with my own views, he says:—

"These books are very often compiled by persons quite incompetent for the undertaking. It seems to me very desirable that the Education Department should here as in other countries exercise some control over school books in aided schools, and all the more so because with our present system of grants these books profess to be in immediate correspondence with our requirements."

If the working classes are to be educated, the only method of securing happy results is to provide them, or see that they are provided with the best appliances, the best books, the best maps, the best methods suited to the purpose. We inspect the schoolrooms, the desks, the apparatus, and we have a veto on these less important matters, while there is no veto on the most important, and no power of recommending the best. Any one for commercial purposes may publish any set of books which he considers will pay him, and state that they are in accordance with the requirements of the Privy Council, and which, however, inefficient when once introduced to their schools by deluded managers, are suffered to remain there, not as approved but as having cost money, and they are not inclined, or cannot afford to replace them by better. Any regulation on this subject, I feel convinced, would be hailed with satisfaction by most managers of schools who, at present, wishing to act for the best are bewildered by the number of series offered to their choice, and who to their perplexity, too often discover when too late, that they made a grand mistake.

It may not be necessary to state that the managers of schools as a body are not well informed on school matters, and that they have not the time and the knowledge requisite to procure whatever is most needed and best for their schools. They are actuated by a sense of duty rather than affection, and influenced often by that love without knowledge too frequently too imperfect to produce due results. They require to be guided and they would gladly receive help in their work provided it were offered in a kindly and conciliating spirit, in the way of suggestion rather than of law. It must be remembered too that these school books are often the only books of secular literature (I quote Mr. Arnold again) in the boy's possession. It is important then to do what can be done to insure their being at least good ones.

In respect to the poetry in many of the reading books I freely endorse Mr. Arnold's opinion when he says "it is "provoking to think that such rubbish should be palmed off

" on a poor child with any apparent sanction from the " Education Department and its grants."

" The control of school books abroad is given to persons of " proved qualifications." It would be well if the example were followed in this country.

Mr. Arnold alludes also to the wretched rhymes which go by the name of poetry. As to read poetry is one of the subjects of examination, I may be pardoned for stating that this means the higher class such as Shakespeare, Dryden, Pope, &c., but perhaps in addition to this the reading of the several standards would be better explained by using syllabic distinctions as monosyllable, dissyllable, &c., for it does not follow that a piece of poetry should be more difficult to read than a piece of prose.

Mr. Arnold's remarks may be extended to the prose. The following is a specimen taken from the introduction to a second standard reading book:—

"Although this book, like that prepared for Standard I., contains only 64 pages, it comprises *all that is necessary* to enable the pupils to acquire the knowledge demanded by their Lordships' Minutes. It need scarcely be said that any matter which is not absolutely required should, for obvious reasons, be omitted. To very young pupils a larger or confused book is disheartening. A severe simplicity both of plan and execution is of great importance to their speedy progress."

Any one reading this preface, which occupies one of the 64 pages, would at least suppose the selection of subjects would be useful; but I find at page 8 " Man walks alone " erect, other animals walk with their faces towards the " ground;" page 12, " Trade is the exchange of goods;" at 19 is the story of the satyr, " Blow hot, blow cold;" the heading of page 23 is " A city saved by geese;" pages 34 and 35 are occupied with an account of spiders. The views of the compiler of this work seem to be that the reading of children of eight and nine years should be something over a page a week of a duodecimo book of knowledge that under the circumstances can only be styled " such rubbish."

When the subjects are not objectionable on other accounts they frequently become so as occupying much valuable time to convey little useful knowledge. Of what use is it for a child of an operative to read about the crocodile, reindeer, elephant, camel, sloth, &c.? Good accounts of the habits of chickens, cattle, and horses might awaken intelligence and induce a power of observation.

Extra subjects.

As to the grant for extra subjects, geography, &c., I again beg to refer to Mr. Arnold: " The sum it offers as an " inducement to the managers to augment their teaching " staff is too insignificant. The grant offered, too, is ham- " pered with conditions often difficult of fulfilment, and in

" the more trying and backward localities, such as the east " of London, most difficult of all." I regret to be obliged to state that these difficulties have prevented applications for the grant, even when the subject is fairly taught, and prove a hindrance rather than an inducement to the introduction of the extra subjects, even in schools which would gladly accept the grant if conferred on simpler principles, and not subject to so many and such burdensome and difficult conditions.

Perhaps you will allow me to allude also to the imperfect understanding of the managers in respect to the subjects themselves. I have been asked whether the teaching of vocal music by ear, and without notes, may be put forward for a grant.

Labour of furnishing the returns.

In former reports has been mentioned the complaints of managers as to the excessive trouble and labour incurred by them and their teachers in completing the annual returns. Confident that your Lordships can have no intention, still less desire, to impose on managers, unpaid and engaged in other labours and business, and who only act from motives of public welfare, more labour, more time, and more responsibility than is actually requisite for the good of the schools to which they are trustees, and to secure the proper disposal of the grants, I must record an opinion that it would give great satisfaction if these returns could be reduced in bulk and in the number of queries which are expected to be answered, which are at once burdensome to the managers, who complain, and distressing to every official employed.

The labour required to make accurate returns of several folio pages of statistics, embracing so vast a variety of subjects as our present forms involve, is excessive; and this labour is increased when the parties who are required to make up the returns are totally unaccustomed to such operations.

You will not wonder at these complaints when informed that the inspection of several of my groups of large schools the boys, girls, and infants demand the filling up of 49 and 50 pages folio before they can be returned to the office as complete. The number of questions and inquiries which have to be made, and for which the managers and inspectors are held responsible, exceed many hundreds. It is impossible to conceive the anxiety the reception of these returns gives to many individuals, who when accepting the office of manager, trustee, or correspondent little expected they had involved themselves in such complicated and responsible duties.

It is hardly necessary to add that the sole value of these details consists in their accuracy. When the managers are active men of business, and when their occupations allow them time to enter into such details, we may believe that such reports are of the value which similar official reports

obtain; but when, as in the majority of cases, the reports are made by men of no business aptitude, or of little time to expend upon them, the returns will partake of the imperfect conditions of the maker, disgusted with labours for which he is not remunerated, and the object of which he does not understand, or, if he did, with which he does not sympathize.

There is the more reason for impressing this matter on your Lordships' attention, as it involves the serious question whether men of position and character will undertake offices and responsibilities demanding so much labour and anxiety. It will be a serious evil if the management of schools falls into the hands of men of an inferior grade and position to those who at present generously devote much time and attention to their conduct.

Small increase of schools.

Your Lordships will perhaps excuse me for directing attention to the lamentably small number of schools inspected in a district embracing perhaps one half of Middlesex from the Thames opposite Greenwich northwards to Harrow-on-the-Hill and beyond, and containing in Bethnal Green, Stepney, St. George's-in-the-East, Hackney, Homerton, a population as dense as is to be found in any of the manufacturing towns. To meet the increasing wants of nearly a million people in two years the number of new schools is only three, and these are additions to a district already very much under schooled.

Education rate.

Many people are favourable to schools being built and supported by a rate, and the lamentable condition of much that I have described forms a great argument in favour of their opinion. Experience proves that to depend solely on charity to supply these demands is not favourable to happy results. The voluntary system when tried by the balance must be pronounced to be greatly a failure, numbers of children receiving no education at all, and many of the remainder an education that is totally inefficient and valueless. The exertions of those that do exert themselves cannot be too highly commended, and if it were not for the clergy and their friends of all persuasions in those outlying districts the inquirer will soon be convinced there would be no education deserving the name.

Compulsory education.

There is also very considerable feeling about compulsory education, to think of this without in the first place providing for the means of carrying it out would be ridiculous. Build your schools, establish your masters, provide your appliances, let these have their full play, let the parents, nay even the children themselves observe the benefits to be derived from education properly conducted, and your schools will fill. All good schools are filled with scholars and if not

quite self-supporting are nearly so. Your success will relieve you then of the necessity for any general compulsory act. Having thus sifted the corn from the chaff, it will become more easy to apply compulsion on the idle, the indifferent, the licentious, the base and the criminal. To pass a law which includes the respectable and the disreputable, the active and industrious with the dissolute and worthless, is an insult to the former. An Act which only applies to the base will be disapproved of only by the base, the number of whom the very operation of the Act will tend continually to diminish.

I have the honour to be, &c.

M. MITCHELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. CLAUDE HUBERT PAREZ, M.A., late Fellow of Pembroke College, Cambridge, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CUMBERLAND *and* WESTMORELAND, *and in part of* LANCASHIRE, NORTHUMBERLAND, *and* YORKSHIRE.

MY LORDS,

I HAVE the honour to submit to your Lordships my General Report on the schools which I have inspected in accordance with my instructions during the year ending August 31st, 1868.

Addition to district.

The only alteration made in the extent of my district during the last two years is the addition of the little valley of Dent, which, being cut off from the rest of Yorkshire by the Pennine range, geographically belongs more properly to Westmoreland. It contains only two church schools under inspection, one at Dent, and one newly erected, at Kirkthwaite.

Increase in the number of day schools.

In addition to these two in Yorkshire, the following 19 departments of day schools in Cumberland have also had their first inspection or have been readmitted to inspection within the last two years, viz., Cummersdale Mills, Ellenborough and Unerigg, Lamplugh, Kirklinton, Whitehaven Trinity Infants', Sebergham, Holme Eden, Cleator Montreal boys' and girls', Cleator mixed, Millom, Drumburgh and Farlam boys' and girls', and the Kirkbampton Union. In Westmoreland four, viz., Barton, Kirkby Stephen, Milnthorpe, and Warcop; in Northumberland, Blenkinsopp girls' and Newbrough girls'; and Barrow-in-Furness boys', girls' and infants', and Pennybridge in Lancashire.

There have also been added to my list for inspection, but have not yet been inspected,* Brampton infants' in Cumberland, Kendal St. Thomas in Westmoreland, Acomb in Northumberland, and Grange in Lancashire, also a union of schools under Arts. 135–141, in the neighbourhood of Newton Arlosh in Cumberland. Three schools have been removed from inspection, viz., Cartmell Fell, Bothel, and Mungrisdale.

Increase in infant schools.

The increase in the number of infant schools is particularly gratifying, showing as it does that the importance of this kind of schools is becoming more and more appreciated.

General comparative estimate for the years 1866, 1868.

The subjoined table supplies a comparative estimate of the state of church education (so far as it may be judged of

---

* At date August 31.

by its connexion with the Government system) in my district for the years 1866 and 1868.

—	No. of Church Day Schools inspected.	No. of Night Schools.	No. of Departments excluding Night Schools.	No. of Schools on Inspection List on the 31st August.
During year ending August 31st, 1866.	111	9	145	123
During year ending August 31st, 1868.	139	9	180	141

Efforts have also been made, as will hereafter be related, to improve those small schools which receive no aid from Government.

United schools under Arts. 135–141.

The system of grouping together small schools under the superintendence of an ambulatory master according to the rules laid down in Arts. 135–141, which is generally known as Miss Burdett Coutts' scheme, has been received with more favour in my district than elsewhere, and the union which has already come under my observation has worked well. I am only aware of the existence of five such unions in the whole kingdom, two of these are in my district, and both in Cumberland. One has only been quite recently formed; the other, the Kirkbampton group, has been the means of producing a very great improvement in the training and education of the children attending its five schools; it has now twice passed the test of examination, and both times with great success; the state of some of the school buildings is, it is true, defective in the extreme, but large subscriptions have already been raised, and it seems now almost certain that two good buildings will shortly be erected, one at Kirkbampton, the other at Burgh-by-Sands, which will be placed under certificated teachers, and will supply the educational needs of the neighbourhood in which the four objectionable buildings are situated. When this is done the grouping system will have done its work there. Besides the direct advantages in which it thus issues, others of great importance will have been secured through it. The attention of the most enlightened landowners and of persons interested in education, and of the Diocesan Society, has been drawn through it to the lamentably defective and indecent state of many of the small school buildings in Cumberland; the inhabitants in the neighbourhood of the group have been aroused to a real interest in their schools, and having mainly by their own exertions raised funds for

Indirect advantages of.

the erection of the new buildings, will hereafter look on them with pride and satisfaction; and last, not least, a class of teachers, who would never have attempted to qualify for a certificate or have entered a training college, have received a quasi-training from the weekly visits of the ambulatory teacher during more than two years, which has produced in them a sensible transformation. Some such transformation would, I feel convinced, be necessary to be effected in teachers of this class, before it would be possible to extend to them the benefits of an annual grant from Government depending on the state of their schools and the proficiency of the scholars. The formidable difficulties which would beset the inspector on his visit to such schools, supposing them to have been unprepared by an ambulatory teacher, the want of books, the want of discipline, the incompetency of the teacher to keep a register, or to make up any of the forms and returns, or to carry out in a trustworthy manner any instructions given him would, I believe, render inspection inoperative and useless. It is possible, indeed, that if Government grants were extended to uncertificated teachers without any qualification at all being required, such scholars as these I am speaking of, might, like the "residuum" in the political world, fall entirely below the notice of the public, and make no claim to Government assistance; but this would be a deplorable result, since, bad as they are, the districts in which they lie are dependent mainly on them for such education as they receive. Should it therefore be proposed to extend Government aid to all schools, preparatory supervision, similar to that of the ambulatory master in united schools, would, I think, be found necessary.

Quasi training of the teachers.

? practicability of applying Government aid in ordinary way to schools of the class which is now aided through the union scheme.

The grouping system, when possible, ought to be highly successful educationally.

The grouping system, as it is now, is not likely to become very general, because there are not many districts in which a sufficient number of small schools, sufficiently near to one another to allow of its successful working, can be grouped together, but where that system is feasible at all, there is no reason why it should not be highly successful, and it would be infinitely preferable to that of making grants directly upon the result of the examination of schools, whose teachers are not merely uncertificated but utterly untrained and unskilled in their profession.

Alleged expensiveness of the scheme.

One of the drawbacks alleged against the scheme is its great expensiveness. Relatively to the poverty of the districts where it is likely to be tried, this is most probably correct. Absolutely, however, the cost of the scheme is considerably below the sum necessary to supply each school separately with a certificated mistress. In reference to the statement made at p. xxiv. of your Lordships' Report for

1866–67, which runs as follows:—"The cost of these four "unions is scarcely below that of 20 separate certificated "mistresses in charge of the 20 united schools, for their "aggregate salaries, including furnished lodgings, would be "45*l.* × 20*l.* = 900*l.*, and the total cost (of the unions) as "above given, is 872*l.* 0*s.* 3*d.*"—it must of course be borne in mind that the 900*l.* includes only the salaries, whereas in schools generally in England and Wales salaries bear the ratio of 75 per cent. to the total expenditure.* So that the cost of each group would be not much more than three-fourths of the total expenditure which would be required to supply the schools with separate certificated mistresses.

The scheme really economical.

The restriction in Art. 135b, which stipulates that no one of the united schools should have within a radius of one mile and a half a population of more than 500 is, I cannot but think, too severe, and might with advantage be relaxed. The total number of children of an age to go to school that such a population supplies would probably be not above 80; some of these would no doubt attend private schools professing to give a higher kind of education, and of the rest, so long as parents are under no compulsion of any kind to provide education for their children, many would either not attend school at all or would attend irregularly; so that after all deductions the average attendance would probably not exceed 40, and indeed, according to the statement at page xxii. of the Report for 1867–68, it would be only 4·2 per cent. of the population, that is, 21; but even 40 is a number insufficient to support a certificated teacher without large voluntary contributions.

The restriction in Art. 135b seems too severe.

Teachers, managers, and inspectors are grateful to your Lordships for that part of the Minute of 20th February 1867 which offers a premium upon instruction in higher subjects. The Minute was represented, by Mr. Corry in his speech in Parliament, to have been framed with a three-fold intention.

The Minute of 20 Feb. 1867.

(1.) To enable the smaller schools to comply with the conditions required before they can be entitled to participate in the public grants.

(2.) To extend the instruction beyond the three elementary to what are called the higher subjects.

(3.) To check the diminution in the number of male pupil-teachers.

The second of these objects has, I am happy to say, been attained to a very satisfactory extent in my district. Many schools indeed did not take advantage of the Minute to claim

* See the tables of expenditure at page 2 of the Reports for 1866–67 and 1867–68.

the additional grant offered by it during the first year of its operations, either through ignorance of its existence or of its details and requirements. Those endowed schools also which were already in receipt of the maximum grant allowable under the Endowment Minute have had no inducement to make special preparation in the higher subjects, and have not done so; and in girls' schools, in which so much time is devoted to needlework, the additional grant has not been very often, although it has sometimes, been claimed; but where the teacher is a master, and any pecuniary benefit could be derived from the new Minute, the additional grant has latterly been very frequently claimed, and in most cases has been allowed. Even where it had already been the custom to give instruction in some of the higher subjects, the stimulus and encouragement supplied by the new grant, a grant depending on the test of examination, has added vigour to the teaching, and caused it to be delivered more systematically and therefore more thoroughly.

Additional grant frequently claimed in boys' schools not being endowed,

The statistics are as follows:—47 schools under a master have received the additional grant, but of these 16 have only received it for children presented a second time in Standard VI. under paragraph 2; eight schools under a mistress have received it, one of them the portion given under paragraph 2 only. Of the 16 infant schools none have made a claim for it.

and received in part at least in about one-third of the schools.

The subject most usually chosen is geography, no doubt because it is the easiest. I cannot say that I think it is the most useful as a means of educating the mind. The great want in the primary education of the present time is that of subjects of instruction which enforce upon the pupil himself the exercise of thought. And this cannot be accomplished by geography, even though, when taught with intelligence, it may engage the pupil's attention and greatly enlarge the scope of his ideas. A better subject for the purpose is history, but the best of all is grammar. It is very seldom that history is made the special subject, partly I think on account of the difficulty of preventing children from becoming bewildered by the multiplicity of scenes presented by that study, and partly because to impart clear notions of the general outlines and characteristics of human affairs requires a special aptitude on the part of the teacher. Grammar is chosen more frequently than history, and sometimes even in girls' schools; at the Trinity girls' school, Whitehaven, the first two classes passed last year a remarkably good examination in this subject. English composition I should like to see more frequently taught, considering the importance of an easy and natural expression of ideas, and the necessity imposed upon the

What subjects chosen, &c.

pupil in the practice of composition of depending upon his own mental resources. Three schools only have been examined by me in this subject, Bolton, Burneside, and Tebay. At the first of these I gave the children for their exercise to reproduce in writing the oral narration of an anecdote given in Sir S. Baker's Nile Tributaries of the loss of an army caused by a mirage, together with a brief explanation of that phenomenon. At the other two schools the exercise was of a similar kind, and it appears to me that such a test is preferable to requiring the children to write a letter, because there is an extreme paucity of subjects on which village children can be expected to write, and even in these the number of their ideas cannot but be very limited.

Several of the higher subjects sometimes taught.

In some schools several of the higher subjects are taught, and this plan is much to be recommended, provided only that special attention is given to some one in particular. What minimum of time ought to be devoted to these subjects has been left by your Lordships to the decision of the inspector. My direction in answer to inquiries on this head is that not less than two hours weekly ought to be allowed, part of which, however, may be reckoned as employed in the preparation of lessons at home.

Time to be devoted to higher subjects.

Small schools not induced by new Minute to come under inspection.

The other two objects aimed at by the New Minute have not been attained in my district. I do not know any school that has been brought to fulfil the conditions requisite for claiming an annual grant through the encouragement offered by the Minute. It may be that time is required for managers to become acquainted first of all with its provisions, and then to take action upon it.

Neither has the offer of an additional grant on account of male pupil-teachers produced any effect hitherto. From inquiries I have made, I am led to the conviction that the proffered aid is of too distant and too precarious a kind to produce a very sensible effect. It must be remembered that many pupil-teachers do not fulfil the whole period of their engagement, and others quit the profession of a teacher as soon as the engagement is concluded, and in such cases no pecuniary benefit is derived by the school from the New Minute. The slight increase in the number of male pupil-teachers which has taken place must therefore, I think, be attributed to other causes.

Religious instruction.

In my former Report, I spoke of the importance of the occasional assistance of the clergyman at lessons in religious knowledge. On the highest grounds that assistance is most desirable, as being the only means of preserving this teaching from the hard, dry, and formal character into which it often falls in the hands of the regular teacher, who feels that he

has a certain amount of information to instil into the minds of his scholars within a given time.

As a matter of fact it is rare, though not without exception, to find the religious knowledge really good, where it has not received attention from the clergyman; and where the clergyman never takes any part at all, it is generally superficial in the extreme; the purely miraculous being in these cases very often the principal element, a kind of instruction which can hardly be productive of any good. In a few cases, where the influence of the clergyman has been newly introduced, and he has taken an active part in the religious instruction, I have been greatly struck with the immense improvement that has been the consequence.

Prohibition of slates and scribbling paper.

I find the prohibition of the use of slates and scribbling paper in Standards IV., V., VI., which I issued some time ago and mentioned in my former Report, to work well; no complaint is ever made to me on the subject even by the teachers. The children are allowed to make rough notes neatly on the paper they give up to me.

Sums requiring thought.

The sums "requiring thought," as they are often styled by the teachers, *i.e.*, in which the pupil is left to discover for himself what process or processes are to be employed, of which I always give *one* to each of Standards IV., V., VI., in boys' schools, are generally done very fairly, as regards method; in schools, however, where the upper Standards are large, I not unfrequently observe a good deal of inaccuracy in the working of the sums in these standards, even where the method is right. Whatever knowledge of method is shown, and, however *nearly* right all the sums may be, I never allow a pass unless one answer at least is perfectly accurate.

Arithmetic of pupil-teachers.

A better understanding among pupil-teachers of the rationale of the rules of arithmetic is much wanted. I have lately, in examining pupil-teachers, adopted the plan of giving a few questions, demanding the *reason* of a *rule*, but it is very seldom that the answer given is anything more than in fact a mere repetition of the rule itself. A rule seems to be conceived of as a sort of final cause, and why it is the rule, as a question beyond the limits of human thought. On the whole, however, I have been well satisfied with the work of the pupil-teachers, and I think that the certificated teachers have generally superintended their studies conscientiously. The weakest subject of all is grammar.

Learning by heart, recommend adoption of.

"Learning by heart" is unfortunately foreign to the system of instruction in our schools, especially primary schools. Abroad this method of instruction is regarded very differently.

A lycée having three divisions, an elementary, a grammar, and a superior division, called the division for humanities, and admission to the lowest division being given at seven years of age, and a preparatory class being established to which children of six are admitted, "the very good exercise" Mr. Matthew Arnold says, "of learning by heart from the "classics of the mother tongue begins even in this pre-"paratory class, and is continued to the top of the school."

Schools Inquiry Commissioners, Report, vol. vi., p. 477.

Why should it not be enforced with us? Might not every class be required in addition to its usual work to learn by heart a little standard prose or poetry, and to show an intelligent understanding of the meaning.

I have now the pleasure of laying before your Lordships a scheme which has been recently established in the diocese of Carlisle for aiding small schools not in the receipt of Government assistance, by making pecuniary grants to the teachers on a system of payment for results somewhat similar to that of the Revised Code. The fund from which the grants are made is of course very small in comparison with Government grants, but the smallness of the salaries of the teachers renders the scheme effectual. In each rural deanery a sum of 15*l.* is distributed, of which 5*l.* is given by the Diocesan Education Society, 5*l.* by George Moore Esq., of Whitehall, Cumberland, and the remaining 5*l.* is collected in the rural deanery itself. The examination is conducted by the rural dean, who is ex officio diocesan inspector, or by some one appointed by him, and one of the rules issued for the guidance of the diocesan inspectors directs that *the awards to the teachers "be in proportion to the "number of children passed."* A few small prizes are also given among the children for special proficiency. The awards to the teachers vary from 5*s.* to 3*l.* or 4*l.*, and as their salaries are often under 20*l.*, this award, small as it is, is a great boon to them. The children are divided into two sections for examination, those under 11 years of age being placed in the second section; "the teachers are encouraged "to present as many children as they can who have been "present in the school 80 whole days during the year;" and "any child who has not answered one-third of the questions "in religious knowledge and in arithmetic, is not considered "to have passed." Thus it will be seen that the scheme is based mainly on the principles of the Revised Code, regard being had principally to the general average attainments, and payment being made according to the average results of the examination; at the same time, encouragement of a higher than average proficiency is afforded to teachers and children by the prizes given to the best scholars, and

New diocesan scheme for aiding small schools on a system somewhat similar to that of the Revised Code.

the increase of reputation which the teacher acquires whose scholars are successful in obtaining them.

The scheme has been well taken up by the clergy in Cumberland, to which county its operation has hitherto been confined, although it is now to be extended to the whole diocese; it is also popular among the teachers, and both directly and indirectly it seems likely to be productive of much good.

General interest in education in this district.

On the whole, bearing in mind the great increase in the number of schools brought under Government inspection, the introduction and success of the grouping system, the diocesan inspection and the diocesan award scheme in the diocese of Carlisle, I think the cause of primary education in this district has been taken up with more than usual interest and success, and it is only fair that it should be known that the great impulse given to that cause is due mainly to the activity of the Hon. Secretary of the Diocesan Education Society, and to the liberality of Mr. George Moore.

I venture, in conclusion, to endorse a request made by several of my colleagues that your Lordships would allow a larger number of copies of his general Report to be given to each inspector for circulation in his own district. Several gentlemen interested in education applied to me for copies of my last Report after I had already distributed the six which were supplied to me.

I have the honour to be, &c.

CLAUDE H. PAREZ.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT *for the year* 1868, *by Her Majesty's Inspector, the* Rev. H. ADAIR PICKARD, M.A., late Student of Christ Church, Oxford, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* YORK.

MY LORDS, Leeds, January 1869.

I HAVE the honour to forward my Report for the year ending August 31, 1868. I have been engaged during this time in inspecting schools situated in the census districts Nos. 488, 489, 490, 493, 494, 500, 501, 503, 505, and 514. All of these are in the West Riding of Yorkshire. The population in 1861 of these districts was 472,301. The area in acres is 692,007. Comparing this with the district on which I sent my first Report to your Lordships, I observe that the acreage has decreased by 244,980, the population has increased by 1,541.

District of inspector.

Population.

Acreage.

It is a matter of sincere regret to me that my official connexion with the managers of schools in the census districts of York, Ripon, and Knaresborough, has been severed by the exigencies of public convenience, but I know that they understand the reason why I am thus unable to remain the inspector of their schools, and I hereby tender my heartfelt thanks to them for the kindness and courtesy with which they received me.

Change of district.

In my new census districts of Barnsley and Wakefield, I had not done much work on the 31st August 1868, and as the schools in these districts are very important, I propose to defer till my next biennial Report a comparison of one part of my district with another and a detailed and exhaustive report of that part of the West Riding of Yorkshire which is now under my inspection.

The town schools in the census districts of Barnsley and Wakefield, which I find it necessary to inspect in November and December, had been visited just before that part of my colleague, Mr. Routledge's, district was handed over to me, and thus, in November 1867, I had very few schools to visit which were in receipt of annual grants.

A good opportunity was therefore afforded me of visiting those schools which had been aided by the Committee of Council with money when they were built, or which for some other reason were on my list for simple inspection, and which were for the most part under the care of uncertificated and untrained teachers.

I propose therefore to report specially on the state in which I found these schools, which perhaps some persons think ought to have had a grant as the natural consequence of my visit.

Report on state of schools not in receipt of annual grants.

Adel. Of Adel I remarked:—The children in this school are possessed of very little intelligence, but read, mechanically, well enough to pass throughout the school. The character of the handwriting is rather small and cramped, and the spelling from dictation of common words very faulty. The teaching of arithmetic is shallow and pretentious. The children are utterly unable to do the sums they are said to be capable of working. The religious knowledge of the upper part of the school is pretty fair, of the lower part imperfect.

Bardsey. Of Bardsey.—The school is only in a moderate state of efficiency except as regards the needlework, of which the specimens shown to me were numerous and good. I examined 22 children in reading, 15 satisfied me, in writing 10 passed, but all except five failed in arithmetic. They seemed to have been pushed forward without having been sufficiently well grounded.

Clifford. Of Clifford.—The secular attainments of the children are moderate. Thirteen had attended more than 200 times, and eight of them were more than 9 years old, but only two professed to be able to do the work of the 4th Standard, and both failed in arithmetic. Eleven passed in reading, seven in writing, and two in arithmetic.

Cowling. Of Cowling.—The children in this school are deplorably ignorant. The master has more work to do than in his failing state of health he can possibly perform, and the result is that very few of the children can do a simple sum, though some of the first class profess to be doing simple interest and proportion. None seem to be acquainted with numeration and notation. The first class have a pretty fair knowledge of Holy Scripture, but the lower classes appear to know nothing. The writing is very bad throughout the school. Fifty were examined according to what they professed to know, but none above the 4th Standard. Nine passed in writing, six in arithmetic, and though only seven failed in reading, yet I cannot say that the reading was good.

Cullingworth. Of Cullingworth.—The Church of England school here is said to suffer under exceptional disadvantages in consequence of the chief power in the place being in the hands of the Wesleyans, who have a good school under their management, and are able to prevent any other school from succeeding. The very few who had been fairly regular here seem to be very ignorant. I examined 24 in the 1st, 3rd, and 4th Standards according to what the teacher thought they could do. Eleven passed in reading, two in writing, and six in arithmetic. There are scarcely any books in the school except Sunday school books, and the apparatus is also

deficient. No registers of any value are kept, so that the returns are only approximate.

Of Eccup.—The school was unclassified and not divided into standards, nor was the Examination Schedule filled up. The registers are kept in such a manner that no confidence can be placed in the returns. If a child is present once in the week he is considered as present throughout the whole week. There are scarcely any reading books, no secular books for the lower classes, no black boards, no easels, no map of England. A few show signs of careful training in Scripture and Catechism, but there is too much simultaneous answering, and a few answer for the whole class. Out of 26 examined in reading, writing, and arithmetic, 22 passed in reading, 11 in writing, and 9 in arithmetic. Ec up.

Of Gildersome.—The children of this school read passably, but very few, even in the first class, can write from dictation, and only six in the whole school can work simple sums in arithmetic. The lowest class knew nothing of the creation or of the Birth of Christ. The upper classes knew very little of either Old or New Testament history. Gildersome.

Of Headingley Glebe, (Infant School).—I examined 20 children from 6 to 8 years of age who had been regular; nine in the first Standard, eleven in the second Standard. Eight passed in reading (seven of these were in the second Standard). None in writing, none in arithmetic. Headingley.

Of Lothersdale.—The first class is small in proportion to the rest of the school, but the boys acquit themselves with a fair amount of credit in secular knowledge. They know but little of Holy Scripture and Catechism, and do not possess much intelligence. The rest of the school is in a very imperfect state of efficiency. Out of 28 children examined in the First, Second, and Fourth Standards, one failed in reading, 17 in writing, and 18 in arithmetic. Lothersdale.

Of Rocking.—Till it was known that an inspection was going to take place, there were scarcely any books in the school except New Testaments, and the only reading lessons that could be given were from the Epistle to the Romans; because, in all other parts, the books were too much torn for the children to read in. The first-class children read fairly well in the new books, and show intelligence by remembering the substance of their lessons; they also write and spell fairly, but have been pushed on too far in arithmetic without proper grounding. The rest of the school is in a very moderate state of efficiency. Five or six children above seven years of age could not say the Lord's Prayer, and the religious knowledge throughout the school was imperfect. Rocking.

I examined four children in the First Standard, one passed in reading, one in arithmetic; three in the second, two failed

in reading and arithmetic, one in writing; twelve in the third, all passed in reading, and eight in writing, but only three in arithmetic.

State of schools in receipt of annual grants.

It is pleasant to turn from such reports as these to those on schools under trained and certificated teachers.

With the able assistance of Mr. Taylor, who continues to deserve the praise bestowed upon him in my last report, I have made a list of those schools which appear to me worthy of the highest praise.

List of the best schools in the district arranged in order of merit.

In order to appear in this list, they must have obtained 90 per cent. of possible passes in reading, writing, and arithmetic, or some extra subject, as geography, grammar, or history, must have been well taught, or the needlework of the girls must have deserved especial praise; and, in addition to this, the religious knowledge (to which I attach most special importance) must have been thoroughly satisfactory.

School.	Department.	Average Attendance.	Per-centage examined of Number in Average Attendance.	Per-centage of Passes in Reading, Writing, and Arithmetic.	Grant allowed under Minute of 20th February.
Birstwith	Mixed	63	84·1	99·4	Yes.
St. Peter's, Leeds	Boys	237	83·1	93·7	„
	Girls	179	83·8	78·2	§ 2 only.
	Night school	59	150·8	94·	Cannot claim.
Farnley Iron Company	Boys	102	90·2	94·2	Yes.
	Girls	65	80·	89·1	„
	Night school	89	108·9	79·7	Cannot claim.
St. Simon's, North Hall, Leeds	Boys	171	61·4	95·2	Yes.
St. Andrew's, Leeds	Girls	60	80·	95·8	„
Walton, near Wakefield	Mixed	100	82·	94·2	„
Messrs. Marshall's Factory School, Little Holbeck, Leeds	Boys	431	121·8	88·8	§ 2 only.
	Girls	275	125·1	89·2	„ „
Rawdon	Boys	44	95·4	94·4	Yes.
	Girls and infants.	56	41·	98·5	„
St. Saviour's, Leeds	Girls	77	94·8	90·4	Not examined.
St. Luke's, Leeds	Boys	157	84·7	90·4	Insufficient number of passes in higher standards.
Sutton-in-Kildwick	Mixed	170	93·5	87·1	Yes.
St. Mark's, Woodhouse, Leeds	Boys	157	88·5	90·8	„
Boston Spa	Mixed	107	79·4	91·7	§ 2 only. (Staff insufficient.)
Ingleton	„	120	95·8	93·6	Not allowed.
Clapham	„	59	71·1	92·8	Not examined.
Walton, near Tadcaster	„	47	78·7	92·7	Yes.
Horbury	„	198	79·3	92·7	§ 2 only.
Leathley	„	26	80·7	92·	Yes.
Harewood	„	131	87·8	84·9	„
Seacroft	„	130	59·2	91·7	Not allowed.
St. George's, Leeds	Boys	230	90·0	78·4	Yes.
	Girls	126	86·5	79·5	Not examined.
St. Jude's, Hunslet	Boys	107	85·0	86·5	Yes.
Buckden	Mixed	41	63·41	87·17	„
Rathmel	„	21	80·9	90·2	„
Appleton Roebuck	„	(All passed, but many eligible for examination were withdrawn.)			

Endowed schools.

I have three endowed schools in my district under certificated teachers. Sandal under Mr. Carbert, Sherburn under Mr. Cover, and Westhouse under Mr. Grange. These schools are in a very satisfactory condition.

Salaries of teachers.

From my list of certificated teachers arranged in alphabetical order, I have taken the names of the first 20 masters who teach in boys' schools, and the same in mixed schools, and also the first twenty mistresses who teach in girls' or infants' schools.

I find the average income of the first mentioned to be 97*l.* 15*s.*, of the second 103*l.* 2*s.*, and that of the mistresses 71*l.* 5*s.*

The highest salary of a master on this list is 158*l.*, of a mistress 99*l.* 5*s.* 3*d.* The lowest salary of a master is 72*l.* 13*s.* 5*d.*, of a mistress 50*l.*, but I have a return of one mistress's salary as 30*l.*, and a house and allowances, and one master returns his income as only 50*l.* Nor can I think in either case that they are paid less than they deserve; my chief wonder being, how they managed to obtain a certificate.

Income and expenditure of managers in annual grant schools.

The average income of the managers per scholar in attendance was 1*l.* 5*s.* 9*d.*, and the expenditure 1*l.* 5*s.* 4¼*d.*

Expenditure per child greater in other schools.

The cost of educating 316 children under uncertificated teachers is greater, for each child on an average cost 1*l.* 6*s.* 8¼*d.*

Amount granted in district.

The amount granted under the Code to managers was 8,085*l.* 8*s.* 10*d.* for day schools, and 302*l.* 8*s.* 4*d.* for night schools.

Number of children on registers.

Neglecting any statistical information furnished respecting schools visited for simple inspection, because the returns are frequently inaccurate and sometimes withheld, I find that there were 25,111 children on the school registers, aged—

Their age.

Under 4.	Between 4 and 5.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9	Between 9 and 10.	Between 10 and 11,	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.
1,740	2,181	2,672	2,789	2,867	2,995	2,786	2,557	2,193	1,563	534	234

Short stay in school.

Of these only 4,543 have been three years in the same school, and I here mention one of the chief hindrances to the cause of education; the caprices of the children indulged by the parents, so that, especially in the large towns, they are

continually changing their schools. A remedy for this great evil is much to be desired.

Work of inspector.

I have visited during the year 123 institutions containing 215 schools, 33 of which were open in the evening; 12,084 boys and 8,619 girls appeared in the day schools, and 388 males and 52 females in the night schools.

Classification of teachers.

Of these institutions, 107 were under certificated teachers of whom there are 180 in my district. They are assisted by 30 assistant teachers, and 178 pupil-teachers.

Pupil-teachers; girls plentiful.

Boys more scarce.

The supply of girls for pupil-teachers is quite equal to the demand and the wages given frequently less, to begin with, than 10*l.* per annum. Boys are not so easily procured unless good salaries are offered, but I do not know any managers in whose schools the grant has been reduced because they were unable to procure a sufficiency of teachers, and I do know that on the 1st of May last, at my great annual examination of pupil-teachers and candidates for the Leeds schools which are inspected in May and June, I took down with me a clever boy who wished to be apprenticed as a pupil-teacher, and could not find for some time a manager who would engage him. I also see at every centre where examinations are held an increase of those who present themselves for examination; on the occasion just referred to, 115 were present as compared with 99 in the preceding year.

But to be procured.

Increase in number at examination.

To the pupil-teachers we look naturally with great interest as the class from which the best schoolmasters and schoolmistresses are likely to come forth, and I therefore have much pleasure in following the example of some of my colleagues, and publishing a list of those who during the year ended August 31, 1868, seemed to me worthy of being placed in a first class.

Class list of pupil-teachers.

J. Blakey - -	St. Luke's, boys', Leeds.
J. H. Broscomb -	St. Peter's, boys', Leeds.
Ann E. Darnbrough -	St. Andrews, girls', Leeds.
W. Dickinson - -	Marshall's Factory, boys', Leeds.
G. Hamlett - -	„ „ „ „
W. Hewitt - -	„ „ „ „
E. Lindley - -	„ „ girls', „
G. Wade - -	„ „ boys', „
A. Willis - - -	St. Mary's Eastwood, Keighley.

Stimulation to exertion very beneficial

I wish it were possible that some pecuniary reward could be given to the masters and mistresses of those schools in which the pupil-teachers are prepared for examination with more than ordinary care and skill. I find that the publication of a class list has a very beneficial effect in stimulating them to extra exertion, and the managers of some of

the schools in my district have given prizes to the pupil-teachers who are placed in the first class.

Religious knowledge.

Passing now to the most important subject of religious knowledge, I find a better knowledge of the lessons to be derived from the parts of the Bible with which the children are acquainted; and I confidently anticipate continued improvement in the acquaintance with the Catechism and the simple parts of the Prayer Book. The learning by rote is in most cases perfect, but when even picked children are told to write out one of the commandments the mistakes are frequently such as to cause great fear as to the result of the religious teaching.

Conscience Clause.

As to the conscience clause, most of the schools in my district are worked according to the principle of it, and I have never heard of any real difficulty in the working of it.

Needlework.

The needlework in my district is very far from satisfactory. In one school, with an average attendance of 159 girls above six years of age, I was told that there were frequently 20 or 30 children (there were 80 on the day I visited it) who were unable to do needlework during the time allotted to it in the time-table because the managers had not provided materials by means of which the girls might be instructed; and, moreover, a large proportion of those who were supposed to be doing needlework were engaged in knitting or in making samplers, and not on plain sewing.

At a recent competition for prizes in Leeds, out of 23 offered for needlework and knitting, only seven, owing to the incompetency of the candidates, were awarded by the committee of ladies appointed for the purpose. There are, however, many schools where I am more than satisfied with the needlework, and of some of these I append a list.

In these schools a frock and shirt were shown to me which had been cut out and put together by children present on the day of inspection, or who had been at school during the year.

Boston Spa, Barwick, Clapham, Appleton-Roebuck, Seacroft, Long Marston, St. Peter's, Leeds, Messrs. Marshall's factory, Walton, near Wakefield, and that supported by the Farnley Iron Company.

Reading.

I have nothing to remark on the reading of the scholars in my district which has not been said before. I only wish here to reiterate my objection to some of the so-called poetry offered by some of those who present children under the fifth standard, and to regret that I am precluded by my instructions from recommending a suitable book for them to read in. I would also state that I have usually found it preferable to use a modern narrative for those in the sixth standard instead of the newspaper.

Out of 11,390 examined in reading 10,074, or 88·44 per cent., satisfied me; whereas in 1866 88·48 per cent. passed in reading.

Confining myself to Leeds schools, I find that in—

33	departments of boys, together with		
3	„	mixed under masters -	86·6 per cent passed.
13	„	girls where there is no certificated teacher for infants - - -	87·1 „
16	„	girls where there is a certificated teacher for infants - - -	89·7 „
15	„	infants - - -	92·1 „
11	„	night schools - -	89·6 „

Writing.

With this branch of the elementary instruction I am more satisfied than with the other two. The character of the handwriting especially continues to improve. The mistakes in spelling common words from dictation continue to be numerous, and I find that in this subject the per-centage of the whole number of children examined who passed was 84·2, not quite so good a result as I noted in my last report.

Confining myself to Leeds schools as above, I find that in—

Boys or mixed under masters - -	85·9 per cent. passed.	
Girls where there is no certificated teacher for infants - - - -	86·8	„
Girls where there is a certificated teacher for infants - - - -	83·9	„
Infants - - - - -	96·8	„
Night schools - - - -	80·1	„

Arithmetic.

The arithmetic varies very much indeed. In some schools almost every sum is worked correctly; in others children shave through by showing correctness of method and one sum at least free from error.

In this subject the per-centage of the whole number of children examined who failed to pass was 26·5, an improvement on 1866 of 2·7 per cent.

Confining myself to Leeds schools as above, I find that in—

Boys or mixed under masters - -	75·5 per cent. passed.	
Girls where there is no certificated teacher for infants - - - -	72·2	„
Girls where there is a certificated teacher for infants - - - -	74·6	„
Infants - - - - -	83·1	„
Night schools - - - -	77·6	„

Schools which deserve an unfavourable report.

The failures in reading, writing, and arithmetic are more numerous as compared with the average in Great Britain than I like, but as I am satisfied on the whole with the state of the National schools in my district, I desire to publish the

names of the schools which were eminently unsuccessful in the year ended August 31, 1868.

From the following schools deductions were made under Art. 52 (*a*) on account of faults of instruction.

The figures denote the per-centage of children examined who failed to pass in reading, writing, or arithmetic.

Carleton	73	Silsden	37
Yeadon National	63	St. Paul's, Leeds (girls)	37
Grassington	53	Holbeck, St. Matthew's (girls)	35
Oxenhope	52	Oakworth	34
Cononley	49	Outwood	27
Middleton	47	Flockton	25
Manston	43	Draughton	24*
St. James', Leeds (girls)	43	St. Thomas', Leeds (girls)	22†
Bramham	42	Lofthouse	15†
Ingrow	40	Stanley	12‡
Burley, Leeds (girls)	39		

Among the hindrances to the progress of education in my district may be named, first, irregularity of attendance, for which no satisfactory remedy has yet been suggested; secondly, apathy or indifference of parents, who indeed frequently think they confer a favour on the managers and teachers by allowing their children to attend school; thirdly, the presence of half-timers who are completely tired by their work in the mills in the morning, and find great difficulty in giving sufficient attention to their teachers in the afternoon to enable them to profit by the lessons they receive, so that during one half of the short time during which they attend school they are placed under exceptional disadvantages§; fourthly, in the following Leeds schools I think that too large a number of infants are placed under the mistress of the girls' department:—St. Philip's, St. James', St. Luke's, Burley, St. Mary's Newtown, St. Mary's Quarry Hill, St. Stephen's, St. Thomas', St. Peter's Square (but since the inspection in 1867 a second certificated teacher has been appointed here), All Saints', Bramley, St. Simon's (North Hall), and St. Michael's (Buslingthorpe).

Hindrances to satisfactory state of instruction.

Half-timers.

Many infants under mistress of girls' schools.

There is, however, plenty of accommodation in Leeds for the average number of children who attend school, the population in 1861 being returned as 207,165, of whom 6·05 per cent. were on the average in schools aided by

But ample accommodation in Leeds for those who attend national schools.

* In this school the religious knowledge has been neglected.

† In these schools the ninth supplementary rule has been violated.

‡ In this school no child presented for examination had been raised to a higher standard since the last inspection, eight months previously.

§ Nevertheless I consider the Factory Acts productive of very great good, and should be glad to see the principle of them still further extended in agricultural districts.

Parliamentary grants, while there was accommodation provided at 10 square feet per child for 7·72 per cent.

Helps to the progress of education.

Having mentioned the hindrances to the progress of education I turn with satisfaction to the helps and incentives to fresh exertion which I have noticed since my last report.

Minute of 20th February 1867.

I hailed with much satisfaction the Minute of the 20th of February 1867, and I think it has given a very useful stimulus to the teachers in my district. The actual amount of money earned is not of so much consequence in a large institution as the recognition of subjects beyond reading, writing, and arithmetic, as capable of bringing a direct grant to the schools. As I remarked in my last report, some of the higher subjects have always been taught in the good schools in my district, and from a reference to the list given above on page 154 it may be seen that most of the schools therein mentioned were able to claim an additional grant under the Minute.

I cannot help feeling, however, with some of my colleagues,* that we are too much fettered by limitations, which preclude us from recommending the grant in some cases where we might consider it to be deserved.

Appointment of diocesan inspectors.

I have also much pleasure in reporting that in the diocese of Ripon inspectors have been appointed by the Bishop at the urgent request of my colleague, Mr. Routledge, and myself.

One result has already been that one or two managers, who had previously neglected to avail themselves of Government inspection, having been convinced of the worthlessness of their untrained and uncertificated teachers, have engaged certificated teachers and applied for annual grants.

Prize Scheme Associations.

Thirdly, I would notice the formation of associations for giving prizes to children selected from various schools in different rural deaneries.

The North Craven deanery set the example, which Leeds was not slow to follow, and I hear of several others which hope to commence operations next year.

Yorkshire Board of Education.

Lastly, I would mention the Yorkshire Board of Education, which is doing much for the spreading of technical education, and encouraging advanced scholars to attend lectures on science.

Registers.

In conclusion I will say a few words on the subject of registers and log books.

In many schools either no admission register is kept, or the necessary entries are carelessly made.

---

* See Report for 1867, pp. 101, 135, 199, 297.

This is a point to which I intend to pay very special attention in future. Also the daily entries should be taken in ink in the registers, not in pencil, nor on slates. Also the managers should be careful not to state that they have examined and verified some of the entries on the examination schedule, taken from the registers, when they have only deputed one of their number to do so, or have even left the whole matter in the teacher's hands.

The log books are now better kept than they used to be. Log book.
In some schools, as in Messrs. Marshall's factory, the log book is produced at the regular stated meetings of the managers, who read carefully the entries made by the teachers in the different departments, and are thus able to satisfy themselves as to the progress of the school.

In this and in two other schools in Leeds, St. Simon's (North Hall), and St. Mark's (Woodhouse), the log books are so well kept as to deserve especial praise. The same may be predicated of those at Boston Spa, and Seacroft.

I have the honour to be, &c.

H. Adair Pickard.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. S. PRYCE, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* MID WALES.

MY LORDS,

I HAVE the honour to present my first report on the elementary schools visited by me during the year 1868.

The following tables will show the number of schools I have inspected, the number of children present, the number on school registers, the income and expenditure, the number and per-centages of passes in reading, writing, and arithmetic:—

Attendance.

TABLE A.—ATTENDANCE, &c.

Schools visited on account of	Number of Schools held in separate Buildings.	Number of Schoolrooms in which separate Teachers are employed.	Present at Examination.		Number in average Attendance.		Number of Certificated Teachers.	Number of Pupil-Teachers.	Number of Assistant Teachers.
			Boys.	Girls.	Boys.	Girls.			
Annual grants - -	123	142	7,008	5,451	5,881	4,074	140	90	1
Simple inspection -	16	17	432	387	187	147	0	0	0

Ages of children on school registers.

TABLE B.—Showing the AGES of CHILDREN on SCHOOL REGISTERS.

—	Under 4.	Between 4 and 5.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9.	Between 9 and 10.	Between 10 and 11.	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.
Annnal grants - -	647	917	1,407	1,421	1,749	1,776	1,807	1,581	1,369	1,100	721	657
Simple inspection -	15	9	20	35	36	35	33	43	32	30	20	18

No returns for 1 annual grant and 12 simple inspection departments.

TABLE C.—Showing what LENGTH of TIME CHILDREN have attended SCHOOL.

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual grants - -	5,110	3,261	2,331	1,424	1,156	1,140
Simple inspection - -	83	74	27	37	9	23

No returns for 7 annual grant and 13 simple inspection departments.

Table D.—Income and Expenditure.

Income and expenditure.

Aggregate Annual Income and Expenditure as stated by Managers of 119 Annual Grant Schools, together with 9 Simple Inspection Schools, = 128* of the Schools enumerated in Table A.

Income.

Schools visited on account of	From Endowment.	From voluntary Contributions.	From School Pence.	From Capitation Grants.	From other Sources.	Total.	Average per Scholar in Attendance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual grants.	694 14 5	4,097 17 3	3,048 7 8	3,894 3 0	346 15 10	12,081 18 2	1 4 7
Simple inspection.	27 14 4	199 4 8	72 14 3	4 6 7	44 16 2	348 16 0	0 16 8¼

Expenditure.

Schools visited on account of	For Salaries.	For Books and Apparatus.	For Miscellaneous Purposes.	Total.	Average per Scholar in Attendance.	Number of Children in average Attendance in Schools to which this Table belongs.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual grants.	10,516 15 8	463 18 7	1,288 11 11	12,269 6 2	1 4 11¾	9,826
Simple inspection.	301 18 0	8 8 1	41 0 6	351 6 7	0 16 9¾	418

* The number of schools inspected during the year was 139, but from 11 of these no sufficient returns of income and expenditure have been received.

Table E.—Passes on Examination under Revised Code.

Passes on examination.

Schools visited on account of	Number presented for Examination and fulfilling Articles 40—47.				Passes on Examination.			Per-centage of Passes on Examination.			No. of Infants under Six not individually examined.
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Infants.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	
Annual grants	5,901	995	113	7,009	5,672	5,683	4,577	80·9	81·	65·3	1,426
Simple inspection.†	245	57	—	302	241	204	101	79·8	67·5	33·5	30

† All the children, with very few exceptions, in these schools were presented in the lower standards.

Extent of district.

The district assigned to me embraces the whole of Pembrokeshire, Carmarthenshire (with the exception of the Llanelly census district), Cardiganshire, Radnorshire, and Montgomeryshire, together with some small portions of

Schools in it to be divided into English and Welsh.

Hereford, Salop, Denbigh, and Merioneth. In Cardiganshire, Carmarthenshire, the west of Montgomeryshire, and the north of Pembrokeshire, the Welsh language is very prevalent, and may be said to be the language of the people; they converse in Welsh, read Welsh books and Welsh newspapers, and frequent Welsh places of worship. The schools I visit may therefore be divided into Welsh and English schools; the former occupying the country already mentioned, the latter, the south of Pembrokeshire, Radnorshire, with the borders of Herefordshire, the east of Montgomery, with the borders of Salop. The boundaries between the two languages are very sharply defined, often on one side of a small rivulet English alone is spoken, and on the other side Welsh. Though at first one would naturally think otherwise, yet practically I do not find that the Welsh language presents any real difficulty in the working of a school: whether it be, which I believe is the case, that the Welsh as a people are quick at picking up a new language, or that the very circumstance of the children having to acquire one to pass the examination, conducted in English, quickens their intellect, it is a fact that as a rule, *cæteris paribus*, the per-centages of passes in Welsh schools are very little, if any, below those in the English speaking districts. The reading is not so natural and expressive, but when it is remembered that very many of the children have been in school only a short time, that they knew no English when they entered, and that after school-hours Welsh alone is spoken, I often wonder at the proficiency with which some of these poor Welsh children read English books; the English child who could in so short a time be taught to read and speak French or German with equal fluency, would I am sure be looked upon as quite a young prodigy. The spelling in Welsh schools I find quite equal to that in English schools, which probably arises from the tendency of an English child to spell by ear, while the Welsh child depends on the eye, that is on the form of the word when written. In handwriting and arithmetic I do not find any perceptible difference between an average English and Welsh school. Practically, therefore, the Welsh language is not much of a grievance in a school, if there be a good and efficient teacher at the head of it; an active man begins to speak English to the children as soon as they attend the school, and uses Welsh even by way of explanation as sparingly as possible.*

Welsh practically presents no difficulty in the working of a school.

Attainments of children in English and Welsh schools about equal.

* In two Welsh schools, which are in a very satisfactory condition, Llanboidy, Carmarthenshire, and Penrhyn Coch, Cardiganshire, the teachers do not understand Welsh, and consequently all the instruction from the very commencement is given entirely in English.

The work of the first and second Standards is so mechanical that a very imperfect knowledge of English, on the part of the children, cannot interfere much with the instruction; when they rise to the third Standard they have acquired enough English fairly to understand the teacher's explanations, and the general scope of the reading lessons; when the higher standards are reached the anomaly of the two languages has for the most part disappeared, the children during school hours being to all intents and purposes English children. In inferior schools, I need not say, things do not progress so satisfactorily; much capital is generally made in these out of the Welsh difficulty, every fault and failing in discipline and instruction are visited upon the devoted head of the Welsh language; in such schools the teachers use it freely in speaking even to the elder children, being too hopeless or rather too careless and indolent to teach them English. I am very sure that the difficulty can be surmounted if the teacher be painstaking and persevering; it is simply used as an excuse and as an appeal *ad misericordiam;* if it were done away with, "the measles," "the winter's snow," "potato planting," or "potato gathering," and other similar things would crop up to supply its place. I should add that in all Welsh schools my examination is conducted entirely in English; before beginning the examination, however, I often address a few kind words to the children in Welsh, to win their confidence, and in the second and third Standards I sometimes ask the Welsh for simple phrases and nouns in the reading lesson, in order to see whether the children are beginning to understand what they are reading.

Much capital made out of the Welsh difficulty in inferior schools.

Examination conducted entirely in English.

Managers and teachers have often pressed me to relax the rule of using English only, in the examinations in religious subjects, but I have refused to do so; it seems to me that as long as the teachers are directed to teach in English, the examination should be conducted in the same language: if I were to examine the children in religious knowledge in Welsh, I should get the result of the teaching, not of the day school but of the Sunday school,—possibly of the dissenting Sunday school,—and the national schoolmaster cannot expect to get any credit for that. On one or two occasions, indeed, in inferior schools, when the teachers have intimated to me or to the managers that if the questions were asked in Welsh the whole class would answer correctly, I have surprised them by doing so, but on no occasion do I remember the result to have been satisfactory.

Reasons for refusing to make any exception to this in the examination in religious knowledge.

The effect of thus acquiring English in the day schools will doubtless be to render Welsh in time a dead language; it will, however, take some generations to accomplish this,

The effect of thus acquiring English in the day schools.

for the Welsh appear to have the faculty of retaining the two languages, using English for all business transactions with the English world beyond them, and Welsh for social intercourse among themselves: the former, however, is steadily gaining ground; the young lad from school, though continuing to speak Welsh at home, has acquired a taste for reading English books, the English newspaper is sought after and read by him for the sake of getting the latest intelligence about the state of the markets, &c., his accounts and correspondence are carried on in English; this result of school education, together with other auxiliary causes, such as railways, and the introduction of English capitalists and labourers into the country, will slowly drive away Welsh even from its last retreat, the hearth and altar; and however interesting as an ancient language it may be to philologists and linguists, there is no doubt that in an educational point of view, the disuse of Welsh as a spoken language will be a gain to the principality; for the limited area in which it is spoken, and the backward condition of Welsh literature, are serious drawbacks to the intellectual and commercial progress of the people.

Benefits resulting from the issue of the joint circular by the Welsh inspectors.

In inspecting schools I find very great benefit from the issue of the circular,* which was drawn up in a great measure by Mr. Fearon, Her Majesty's inspector, and agreed upon by him, Mr. Watts, Her Majesty's inspector of Church of England schools in North Wales, Mr. Williams, Her Majesty's inspector of British schools in Mid Wales, and myself. The plan of having the school in its usual working order when the inspector enters is a great improvement upon the old method of having the children placed in standards, waiting for the schedule examination, with all the routine work at a stand-still. Before this circular was issued, on entering a school I generally found the children ranged in their respective standards, sitting listlessly, or amusing themselves with singing school songs; when this was the case, it was simply impossible to report correctly upon the order of the school or the method of instruction, and any attempt at finding the intellectual condition of a group of children was met by the remark of the teacher "that the classes were mixed," and I had no alternative but to proceed at once to examine the children individually. According to our present method of having the school at first in its usual working order, the inspector sees, among other things, what number of children there is in each class, and what is the real mixture of classes (which mixture is to

The school when the inspector enters, in its usual working order.

* See the Appendix to Mr. Fearon's Report for 1867.

be much discouraged), when the children are placed in standards for individual examination. The inspection is quite as important a work as the examination of a school; in the latter the results of the instruction are obtained, in the former is seen the method of conveying that instruction; at the inspection, the inspector can best judge of the command the teacher has over the children and apprentices, the practical carrying out of the time-table, the real provisions made for teaching the junior classes and infants, and other similar matters of importance. The schedule or individual examination will decide whether a school be in a good, fair, or indifferent condition, but the inspection will best enable the inspector to suggest improvements so as to convert an indifferent into a good school.

An uniform standard.

The issuing of this joint circular by inspectors of Church of England and British schools has also done much already to stop the invidious remarks of some Church school managers in my district; that the inspectors of British schools were much more lenient in their examinations than the inspectors of Church schools, and doubtless my colleagues who inspect British schools are not so much troubled now with the converse complaint. When any remarks of this kind are now made to me I am able to assert that my standard is also the standard of my colleagues. This perfect unanimity among Her Majesty's inspectors in Wales will, I trust, do away with much of the rivalry that exists among denominational schools; at any rate, it will discourage the idea that one set of inspectors are inclined to give a helping hand, *sub rosa*, to Church of England schools, and that other inspectors are disposed in a similar way to benefit British or Dissenting schools. Owing to the issue of this circular, the inspectors are regarded more and more as simply officials, whose only duty and endeavour it is to judge by invariable rules of the efficiency of elementary schools.

The standard fixed upon, fair.

After working strictly according to the standard fixed upon in this circular for nearly a twelvemonth, I can see nothing in it requiring change; the very definiteness with which the requirements are laid down is in itself a recommendation to teachers; they now, as they acknowledge, understand exactly what they have to prepare for. The limiting the notation in the 2nd Standard to "thousands" has been accepted as a great boon by teachers, and has done much to sweeten other portions of the circular. The rule which is considered to press rather hard is that in arithmetic, where it is laid down that out of three sums given two must be worked out correctly to secure "a pass." At first I confess I was inclined to take a more lenient line, and

suggested, when the circular was drawn out, that it would be sufficient to insist upon one sum only being absolutely right, and the other two right only in method. I am now, however, convinced that the present rule is the best, provided only that the sums given in the higher standards are fair plain sums in strict accordance with the regulations of the Code: if sums be given at all in the nature of problems, "two out of three to be right" is too high a standard, children who have had a fair amount of instruction, and deserve to pass would in many instances fail. Comparatively easy sums, and great accuracy in working them out is the proper principle to be observed in examining elementary schools.

The definiteness with which the requirements under the Minute of February 1867 are stated, very beneficial.

The particulars stated with respect to the examination in some extra subject, under the Minute of February 1867, assist the inspector much. Before issuing this circular the teachers did not know how much grammar or geography or English history was required, the nature of the questions that would be given was also unknown to them: now, however, when they are told that in grammar, for instance, "the "definitions with examples and illustrations, the inflections "of the noun and verb, and the parsing of sentences,' will satisfy the inspector, they have something definite before them; anything further which they wish to teach, such as the analysis of sentences to the elder children, will be regarded as additional work, and deserving additional credit, but the minimum requirement is plainly set before them. This definiteness causes many teachers to prepare some extra subject in their schools, who otherwise would probably not do so.

School registers, the manner in which they are kept.

I have paid much attention to the way in which the school registers of attendance are kept in my district: I am quite confident that in very many schools they are most accurately and honestly kept, but I am afraid that the exceptions are not a few; this is often perhaps the result of mere carelessness on the part of the teacher: I, however, grieve to say, that in one or two cases, I have had very strong suspicions that the registers had been wrongly marked in order to affect the average attendance for the year, and therefore the stipend of the teachers. I have taken every precaution which the present system admits of to prevent this, such as directing that the registers should be marked in ink, and not with pencil in the first instance; that not only should a dot or some equivalent mark be made opposite the name of each scholar present, but that the letter "a" or some other sign accounting for absence should also be invariably written in ink opposite the name of each scholar who is absent; that when there are two or more children of the same name in a

school they should be distinguished from one another on the registers by additional titles. But in spite of these and similar regulations, if the teacher be bent upon it, there is now no way, so far as I can see, of preventing his falsifying the registers and acting dishonourably. In making these remarks I wish it to be clearly understood that, taken as a class, I consider the school teachers holding Government certificates throughout my district to be honest and high principled persons; that there may be some in such a numerous body who are inclined to take an unfair advantage of a trust reposed in them, in order to increase their salaries is perhaps almost to be expected, that their number is very small is most creditable to the profession. It is desirable, however, if possible, to remove all teachers out of the reach of temptation, still more to prevent dishonest persons from profiting by their dishonesty.

Teachers as a class high principled and honest.

The change which I should recommend is, that *payment for dots* be altogether abolished, so far as this is practicable; that is, that there should be no 4*s.* per head allowed on the annual average of attendance, but that instead of this an additional 1*s.* 8*d.* be given for each "pass" in reading, writing, and arithmetic. I should make the addition to be 1*s.* 8*d.* and not 1*s.* 4*d.*, because this would allow for failures in the examination, putting these down at 20 per cent., which would be a fair calculation on the whole, the amount of money to be received would be about equal under both systems; for in a well conducted school, where the registers are properly kept, the annual average of attendance, and the number of children presented for examination are generally about equal; if the former be much in excess of the latter there must be something wrong in the instruction or in the attendance, and it is right that the managers should suffer accordingly. The registers of course should be kept in every respect as at present, and none should be presented for examination who had not attended more than 200 times during the school year; but the examination would in many instances check any dishonesty on the part of the teacher, for unless a child of ordinary abilities had attended nearly 200 times at least, his chance of passing a satisfactory examination would be very small, and no grant, in the majority of cases, would be allowed for him. I should extend this scheme even to infant schools and to children under 6 years of age in mixed and other schools, and subject all those infants for whom a grant was claimed to an examination in a standard a degree lower than the present 1st Standard. This would not only be a safeguard as regards the school registers, but it would also ensure that these little children were properly

A recommendation to abolish the *payment for dots* and in lieu thereof to increase the amount for "pass."

Scheme to be extended to infant schools and infant classes.

taught. At present, where there is no infant school, the infant class is left very much to the care of inexperienced young monitors.

The expediency of paying occasional visits to schools without giving formal notice.

After a fortnight or three weeks' notice has been given to the managers of the day and hour of the inspector's visit, he generally finds that the school wears a different aspect to what may be called its every-day appearance; the children have been warned to be punctual in their attendance, the deficiency of books or apparatus complained of a twelvemonth ago has just been remedied, and I am afraid I must add, recurring to a previous subject, that in some schools the teachers have been hard at work "making up the registers "before the inspector comes." Much of this is natural and unavoidable, and it is well that the official visit does generally occasion a regular cleaning and overhauling even once a year; at the same time I submit it would have a most beneficial effect on schools if it were understood that Her Majesty's inspector had a right to enter them, if he felt inclined, at other times besides the stated time for inspection. Where the school registers did not appear to have been satisfactorily kept when examined at the time of the official visit, where a better supply of books was ordered to be provided without delay, where there was reason to suspect that irregular school hours were kept, &c., this power to pay an unofficial, or rather unexpected visit would, I am quite sure, have a most salutary effect: there would be no need to expend any additional time or money on such visits, for they would only be paid when the inspector was already passing through the district; besides the knowledge that Her Majesty's inspector had the power of visiting schools thus informally would of itself be almost enough.

Objections considered.

Two objections may be raised to this suggestion. (1.) Some might consider it an un-English proceeding and as approaching too much to a foreign system of espionage, but surely this might be prevented if the inspectors were judicious and prudent. There is no reason why an occasional visit on the part of the inspector, more than an occasional visit on the part of a manager, should necessarily be construed into distrust and suspicion. (2.) It might be said that such visits would make the inspectors, and therefore the Committee of Council on Education, responsible for the working of a school, whereas now this responsibility rests entirely on the managers, and the inspector merely judges of results. There is no need, however, why he should at the time of an occasional visit do anything more than examine into the condition of the school, which would not make him responsible for any defects in the instruction, nor cause the managers to shirk their duty. If

the inspector found any instance of gross neglect he would make a memorandum of it, and refer to the same in the usual annual report to the managers, after his next formal and official visit. For instance, if he found that the registers of attendance had not been marked for a fortnight or more, he would simply state in the report that he had proofs that the registers had not been kept with sufficient accuracy to warrant confidence in the returns, and that consequently the Government grant should be withheld according to Art. 51 *d.* Revised Code.

Number of annual grant schools in the several counties in my district.

The following is the number of annual grant Church of England schools in my district, some consisting of more than one department under separate teachers:—

Montgomery.	Cardigan.	Carmarthen.*	Pembroke.	Radnor.	Border Counties.
30	19	28	24	8	14

Number of simple inspection cases.

Number of other Church of England schools liable to inspection, but receiving no annual grant:—

Montgomery.	Cardigan.	Carmarthen.	Pembroke.	Radnor.
12	8	4	11	5

Number of parishes with a population over 400 in these counties having no Government school.

Number of parishes with a population over 400 in the above counties containing no schools of any description recognized by Government, according to the returns of parishes ordered by the House of Commons, February 1868:—

Montgomery.	Cardigan.	Carmarthen.	Pembroke.	Radnor.
20	36	26	21	9

I shall now make a few remarks on the state of education in these several counties.

Education in Montgomery.

Montgomeryshire.—The area of this county is 568,121 statute acres; the population in 1861 was 76,923; the number of children present at inspection in the 30 annual grant Church of England schools was 2,633; the per-centage of the population therefore attending these schools was 3·4. The greater number of the schools are situated in the east or English part of the county; in the hilly south district adjoining

* There are six other annual grant schools in this county in the Llanelly census district which are visited by Mr. Binns, Her Majesty's inspector.

the north of Cardiganshire, schools are few. In this county the schools which deserve to be honourably mentioned on account of their proficiency are the following, placed in order of merit:—Llandinam, Meifod, Llanllwchhaiarn, Llanwnog, Montgomery, Forden, Llandrinio, Pool Quay, Llanfyllin (boys'), Cemmaes, Llanbrynmair. Those at Llandyssil, Llanfair-caer-einion, and Garthbeibio are also satisfactory and rising schools. The Machynlleth schools, which were in an exceptionally low condition in 1867, had at my last visit improved considerably.

Education in Cardigan.

Cardiganshire.—The area of this thoroughly Welsh county is 594,883 statute acres; the population in 1861 was 97,401; the number of children present at inspection in the 19 annual grant Church of England schools in 1868 was 2,145, giving only 2·2 as the per-centage of the population attending these schools. With respect to education this county can only be said to be in a moderate condition; the school buildings, furniture, and apparatus, especially in country places, are inferior to what they are in Montgomery, Carmarthen, and Pembroke. The centre, north-east, and west coast parts of this county are deficient in schools. In census district 598 (Tregaron), with a population of 11,458, there is only one small Government school. This and the whole coast line from Aberystwith to St. David's are the most unsatisfactory portions of my educational map. I have reason to know, however, that in census district 598 there is a moderate sprinkling of village or dame schools, which I hope will before long become open to inspection and Government aid. Among the annual grant schools in this county there are some in a very efficient condition; the following are the most satisfactory, placed in order of merit:—Llangeler and Penyparke (equal), Llancynfelin, Cardigan (boys'), Penrhyncoch, Aberystwith (girls'), Llandyssil, Cardigan (girls'), Aberystwith (boys'), Llandugwydd, Aberbank. Aberystwith (girls') had improved considerably since my former visit, and is likely to become under the present mistress a most efficient school.

Education in Carmarthen.

Carmarthenshire.—The area of this county, leaving out the Llanelly census district, is 428,324 statute acres; the population in 1861, subject to the same limitation, was 70,910; the number of children present at inspection in 1868 in the 28 annual grant Church of England schools was 2,605, which gives 3·7 as the per-centage of the population attending these schools. There is a very fair number of schools in the immediate neighbourhood of Carmarthen, and the same may be said of Llandovery. The south of Carmarthenshire, however, is not so well supplied. The most

promising schools in the county, placed in order of merit, are the following :—Llanboidy, Carmarthen (boys'), Abergwili, Laugharne, Llandovery (girls'), Llandebie, Llanfairuwchgwili, Llanfihangel-aber-bythych, Ferryside, Llandilo, Mothfai, Carmarthen (girls'), Llanstephan, Llandovery (boys'), Penboyr, Llandefeilog, Capel-cynfal.

Education in Pembroke.

Pembrokeshire.—The area of this county is 366,040 statute acres; the population in 1861 was 87,690; the number of children present at inspection in the 24 annual grant Church of England schools in 1868 was 2,394, which gives 2·7 as the per-centage of the population attending these schools. There is one portion of this county where schools are very rare and unfrequent. I have alluded to it before when noticing the lack of them all along the coast from Aberystwith to St. David's. Travelling from Aberystwith southward in this direction, if I except a very small school somewhat inland at Llangwyryfon, I have no Government school until I arrive at Aberayron, a distance of 18 miles, though I pass through two or three hamlets. Leaving Aberayron, where there is a very fair school, the next one is at Llanarth, six miles distant from this place. There now occurs a gap for 10 miles, until I reach the village of Aberporth, in the Cardigan census district; this coast line is also very fairly populated. Entering Pembrokeshire, after leaving the immediate neighbourhood of Cardigan, the only schools along the coast are at Fishguard, Llanrhian, and Mathry. At St. David's, the extreme point, a parish with a population of 2,199, there is no Government school of any description for the education of the poor children of that ancient place. The other portions of Pembrokeshire are fairly supplied with schools. The most satisfactory, placed in order of merit, are the following :—Pembroke Dock, Coshoston, Rhydberth, Uzmaston-cum-Balston, Warren, Fishguard, Tenby, Tavernspite, Milford Haven.

Education in Radnor.

Radnorshire.—The area of this county is 311,363 statute acres; the population in 1861 was 32,866; the number of children present at inspection in the eight annual grant Church of England schools in 1868 was 537, giving 1·6 only as the per-centage of the population attending these schools. Education is low in this hilly and thinly populated country, but it may fairly be considered as progressing. A commodious new schoolroom has lately been erected at Abbey-cwm-hir and another at Llanyre (Newbridge on Wye); the school at Llanyre was much needed, and it is likely to be of great benefit to that neighbourhood; new buildings have also been erected at Rhayader. There are, however, a number of small parishes where schools are still

much wanted. The most forward schools at present in this county are at Howey, Nantmel, and Cwmdauddwr; I do not, however, place any of them in the first class.

Efficient schools in border counties.

Among the other schools which I visited, the following, placed in order of merit, may be considered as in a very efficient condition:—Llangedwin, Denbighshire; Churchstoke, Salop; Pembridge, Hereford; Brampton Brian, Hereford; Kington, boys' and girls', Hereford; Maholen, Hereford.

Endowed schools not generally very efficient.

The endowed schools in my district are not generally very efficient. The cause of this I think is twofold. (*a*) A fixed endowment paralyses voluntary efforts; in exact ratio to the amount of endowment is the managers' difficulty to raise subscriptions towards the support of a school. An endowment therefore often diminishes rather than increases the school funds. (*b*) The arrangement that a portion of the Government grant, which the teachers consider they have fairly earned, is withheld on account of the endowment, discourages them considerably; their feeling is, when pressed to improve their schools, that, at present, they are earning more money than they can hope to receive. This may be said to be taking a very low view of the case, but "payment for results" has now taken such a hold on the minds of managers and teachers, that perhaps it is natural: looking at the question in this light it does seem hard that the greater the efficiency of an endowed school, after a certain limit, the greater will be the "fine," as the deduction is commonly called. I believe the managers of these schools would be better satisfied, and that the efficiency of the schools would be increased, if instead of the present system, a smaller sum should be given for a "pass;" the amount of reduction from the ordinary rate varying directly as the amount of endowment, and inversely as the annual average of attendance; but that with this reduced rate no deductions should be made, and no limit fixed to the grant which might thus be earned.

Simple inspection schools.

Besides the annual grant schools, I inspected last year 16 simple inspection cases. I found the order and instruction in these schools low and unsatisfactory, with very few exceptions. Their general tone struck me as being altogether different to that of even ordinary annual grant schools, and there is reason to fear that the parishes in which they are placed do not often derive very much benefit from their operations: now and then, it is true, I came across a clever child, but he was quite a *lusus naturæ*, and evidently considered such by the teacher; his proficiency was not the result of the regular teaching given at the school, sometimes

he was naturally sharp, but more frequently he had been in the habit of attending a superior school in another neighbourhood. The two great defects of these schools are: (1) want of method; the children are not classified according to their attainments, the attention given to the classes is also uneven and not regular. (2) The systematic teaching of each child, whether he is sharp or not, so rightly insisted upon by the Revised Code, is disregarded to a great degree; if the master can produce one or two children tolerably well up in their work, he considers that he has done his duty faithfully, and that to the whole school. Reading (mechanical) and hand-writing were sometimes very fair in the first class; the spelling of these children was generally moderate. The most unsatisfactory part of the instruction was the attainments of the infants and lowest class, together with the arithmetic generally throughout the school: a proper knowledge of notation did not seem to have been considered a part of this subject; very frequently some of the bigger boys who, I was perhaps told at first could work "practice" and "fractions" *from the "Tutor,"* could not put down an ordinary subtraction sum from dictation; nor obtain correct and accurate results to the most simple problems in compound rules. The poor lads appeared too often to have had no real oral teaching; they had been bidden to sit down "with "their Tutors," and expected to cipher out the problems contained in them as best they could by the light of nature and the working out of the pattern sum.

Their defects.

These simple inspection schools are much benefited by the visits of the inspector. I am inclined to think, that if they were inspected regularly, the majority, if not all of them, would develope themselves into annual grant schools. The managers become versed in the Government system, and the acting teachers find that if they work faithfully and methodically, they have no reason to fear the inspector's visit. In very many of the simple inspection schools I visited, I found the managers and others interested in the education of the neighbourhood there to meet me; several managers afterwards wrote to thank me for my report, at the same time stating that my examination had improved their schools. The teachers at three of these schools, Bettws, Carmarthenshire; Walton West, Pembrokeshire; and St. Florence, Pembrokeshire, are now desirous to become certificated under Art. 72, *b* 2. These, together with Lampeter Velvrey and Carew schools, Pembrokeshire, were the most satisfactory simple inspection schools I visited.

Simple inspection schools much benefited by the visits of the inspector.

The efficiency of these schools and others of a similar character, not to mention some small annual grant schools,

Good mistresses and not inferior

masters should be employed in small schools.

could be much increased if the managers would bear in mind the fact, *that a good mistress is preferable to an inferior master,* and further, *that a good mistress may be had for the salary usually paid to an inferior master.* I am quite satisfied in my own mind, that if ever small country schools are to become annual grant schools, they must be placed under the charge of mistresses, and that this is by far the wisest plan if the school funds will not allow the managers to engage the services of tolerably fair masters. Some mixed schools in my district, on the English borders, are in a very fair condition as regards discipline and instruction, presided over by mistresses. It only requires that the managers should visit the schools pretty frequently, and on all occasions be ready to support the authority of the mistress. In Wales the wisdom of employing certificated mistresses has not yet been fully recognised, owing in part perhaps to the fact that while there are three male normal schools, there is not one female normal school in the principality.

Parishes in which there are no Government schools of any description.

I have in a preceding table given the number of parishes with a population over 400 containing no schools in any way connected with Government; very many of these are in remote and very inaccessible places. Of course it is not to be concluded that there are no schools of any description in all these parishes; this certainly is the case in some, but in others a few children are brought together mostly in the winter months and taught in a room or separate building in the village. I have no official knowledge of the character of the instruction given in these schools, my observations and inquiries, however, lead me to think that it is a grade or two lower than in simple inspection schools, or in other words that the faults of the latter are magnified in them: the buildings are also inferior and not so well adapted for teaching purposes; a few schools, however, in these parishes are in better order; they generally owe their vitality to an endowment, the liberality of some society or individual, or possibly in a few instances to the exertions of one of those very rare clergymen, who interest themselves in the education of the poor of their parish, but are jealous of all State interference.

Desirability of establishing Government schools in these parishes.

It is most desirable that proper Government schools should be established in some of the most central of these neglected parishes, but the population is generally so small and scattered that this could only be done successfully by all those who are interested in the education of the neighbourhood, whatever their religious views and creed may be, joining to support one common school. In some places, such

as Llangwyryfon and Llanddewibrefi, Cardiganshire, religious rivalry prevented this being done; no sooner did one party determine upon having a school, than the other party felt bound to start an opposition one; and thus, while many parishes in my district are without a school of any description, there are in these villages too many schools. The consequence naturally is, that such schools are small and inferior. The two schools, the National and the British, work against each other and not against ignorance and indifference. In towns and parishes where there is a fair population this opposition and rivalry work beneficially, for there is always plenty of raw material to act upon; but in villages and parishes where the number of children who can possibly attend school within a radius of three miles does not exceed 60 or 80, an increase in one school merely means a decrease in the other, one can only flourish at the expense of the other; the object in such places is not to get half a dozen poor children from the streets to attend some school, but to entice half a dozen children from the National to the British school, and *vice versâ*. I need not point out what a bad effect all this has upon the discipline and instruction in both schools.

Religious rivalry presents a difficulty.

I am well aware of the difficulty there would be in trying to remedy this state of things, but I am sanguine enough not to consider it unsurmountable. The solution of the problem which I humbly offer is this, namely, to establish in these small parishes secular schools in the strictest sense of the word, excluding even Bible lessons and Scripture history, and not allowing any Religious Body to hold a Sunday school in the room or use it for any religious or political meetings during the week. At the same time that the instruction was thus made entirely secular, I should appoint the clergyman of the parish, if he wished it, manager and correspondent, and under certain conditions I should let him have the appointment of the teacher. I may be mistaken, but my conviction is that some such arrangement as this would do much to conciliate both parties. So long as no religious instruction whatever was given in a school, the dissenters could not possibly object to send their children to it, and they would generally feel that the clergyman of the parish was the most fit person, in many instances the only fit person, to superintend the instruction, to revise the school registers and accounts, and to act as correspondent on behalf of the school with the Council Office. On the other hand, I am persuaded that in the majority of cases the clergyman would be satisfied if he were entrusted with the management of the school, and that he would take the

Suggestion how to conciliate the various Religious bodies.

Secular schools to be established.

Appointment of teacher under certain conditions to remain in the hands of the clergy.

The Welsh clergy care more for the management of a school than for the religious teaching.

same interest in it as he does at present, although the teaching were purely secular. The conviction has been forced upon me that the government of the school, and not the amount of religious instruction given, is what many of the Welsh clergy care most for. Indeed the condition of religious knowledge in many schools at present, especially in country places where dissent is strong, is deplorably low, and if it were not for the examination of Her Majesty's inspector and Article 52 *a*, Revised Code, I am quite sure it would frequently be lower still. In many of them little or none of the doctrinal portions of the Church Catechism is taught, and in some there is a sad ignorance of even the leading points in the life of the Saviour; all manifestly showing that very little thought is given to the religious instruction. Much of this arises from the state of religious parties in Wales, and I am not inclined to blame the managers of such schools overmuch, for dissent is so strong in many of these parishes that nothing like the present attendance could be kept up in their national schools if they acted otherwise; though more attention might safely be paid by teachers to simple Bible history. The fact, however, that many of the clergy have recognised the difficulty, I had almost said the impossibility, of having anything like distinctive religious teaching in their day schools, and that some of them are content with very little religious instruction of any kind in them, strengthens my position in recommending secular schools where denominational schools cannot be successfully established. I am inclined to think that what the Welsh clergy object to most in British schools is, not that the teaching in them is to a very great degree secular, which they assert to be the case, but that, in Wales at any rate, the general tone of such schools is antagonistic to the Church, more especially in country places; arising in a great measure I should say from the fact that the acting teacher is often a zealous member of some dissenting body. The clergyman having the power of appointing the master, as at present is the case in national schools, would prevent this, and the parish school would become neutral, as far as this is possible, in the religious conflict. This neutrality would be better secured in my opinion when the schoolmaster was a member of the Established Church than if he belonged to one of the dissenting bodies; for in the former case, he would have no independent influence and position except what he might have from the support and friendship of the clergyman, and the only good the church could derive from his services would be that he might very likely join the church choir, and would be induced, if possible, to take a class in the Sunday school.

What the Welsh clergy object to most in British schools.

But a dissenting schoolmaster in a small country village would hold a much more prominent position among his party; after the clergyman he would doubtless be the most educated and enlightened person in the neighbourhood, and would often become the counteracting influence to the power of the clergyman. The obtaining a schoolmaster belonging to the Established Church can only be secured by vesting the appointment in the clergyman or in a body of managers, the majority of whom are churchmen; otherwise I am afraid they would, though belonging to different denominations, and therefore probably hostile to each other, combine, intuitively and by a sort of sympathetic action, to elect a member of some dissenting communion rather than a member of the Church of England. The result of this would be that the clergyman would very likely ignore the school altogether, and establish a small church school on his own account in opposition to it, and the other school, after the first flush of triumph was over, would not be superintended at all by any competent person, and would be extremely liable to be farmed by the acting teacher, who would now consider himself master of the situation.

Two observations on what has been stated above.

There are two observations which I wish to make, having reference to what I have stated above.

(1) With respect to the unanimity and co-operation between churchmen and dissenters.

First. With respect to the want of unanimity and co-operation between churchmen and dissenters. I have dealt rather with the possible than with the actual condition of things, or in other words, with what might happen and probably would happen generally if party spirit ran high, but which happens only rarely now. In the Welsh country schools I visit, I always find an admixture of the children of churchmen and dissenters, very frequently the latter are much in excess of the former; the clergy, I believe, universally in my district, have adopted the principles of the conscience clause, so far even as to exclude often doctrinal teaching from their schools altogether. The number of children attending these schools is great beyond all proportion when compared with the number of persons attending church, which proves that much of the education remains in the hands of the clergy; and even in parishes where opposition schools are built, the building of them may very frequently be traced to circumstances having no immediate connexion with the religious teaching at the national school. That a jealousy, however, exists between churchmen and dissenters with respect to the education of the young cannot be denied; though it may thus be latent in very many parishes until called forth by some real or fancied grievance, or by pressure from without. Knowing this to be so, I have

recommended the establishment of secular schools in country places, reserving to the clergy a large amount of power in the management of them.

(2) Establishing secular schools in country places would not injure the cause of religion or of the church.

Secondly. I may be allowed to add, that when recommending that the instruction in country schools should be confined to secular subjects, I do not anticipate that the cause of religion or of the Established Church will suffer from this concession. Even in very fair annual grant schools where the character of the religious instruction reaches up to "good" and "fairly good," I question much whether the children derive much spiritual profit from it, if it has been taught them by the acting teacher, an apprentice, or a monitor. Such teaching is necessarily given in such a dry, hard, uninviting manner, that it does not reach the heart, and utterly fails, if such be its purpose, in making the children better Christians or better churchmen; whilst in inferior schools the children are simply crammed for the religious examination a few days before the inspector's visit. In the face of all this, the clergyman of the parish will perhaps consider that the children are taught their religious duties by the schoolmaster, and will be apt therefore to neglect that most important work himself. If it were clearly understood that the teaching in the day school was secular, the parish priest would awake to a sense of his responsibilities and see that it was *his* place and privilege to lead the lambs of his flock lovingly to a right knowledge of God and their Saviour, and I am much mistaken in the character of the Welsh clergy if the religious instruction would not profit by this change of teachers.

I have the honour to be, &c.

S. PRYCE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year ended* 31*st August* 1868, *by Her Majesty's Inspector, the* Rev. C. F. ROUTLEDGE, late Fellow of King's College, Cambridge, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the* WEST RIDING OF YORKSHIRE.

MY LORDS,

I HAVE the honour to submit to you my report for the year ending 31st August 1868.

Since the date of my last report the district has been very much reduced by the transference of the Wakefield and Barnsley census districts to my colleague, Mr. Pickard. This fact must be borne in mind when comparing the statistics for the two years.

General statistics.

During the past year I have inspected 139 schools, containing 203 departments, one of which was visited for the purpose of simple inspection only.

The aggregate annual income of 138 schools (incomplete returns having been received from the other one) was 30,272*l.* 1*s.* 6*d.*, of which the principal items were,—

	£	s.	d.
Voluntary contributions - -	4,330	12	2
School pence - - -	14,062	16	5
Capitation grant - - -	11,257	18	5

and the annual expenditure was 30,896*l.* 7*s.* 1.

There were actually present at inspection in the *day* schools,—

Boys, 17,622
Girls, 14,433 } = 32,055.

The average attendance is given as 22,231, and accommodation is provided for 38,283 children.

The average attendance in the 79 *night* schools is,—

Boys, 1,945
Girls, 444 } = 2,389;

of whom 2,359 were actually presented for examination.

The summary then of attendance at examination throughout the district is as follows:—

Day scholars, 32,055
Night scholars, 2,389 } = 34,444.

These are large numbers, and required almost more time and attention than one inspector could possibly devote to them. The benefit of the reduction of the district will, however, be felt during the ensuing and succeeding years.

The staff of recognized teachers consisted of,—

Certificated teachers, 222
Pupil-teachers, 237
Assistants, 40 } = 499,

in addition to which there were 80 uncertificated teachers, many of whom were employed in teaching generally, others confined their instruction to sewing.

Of the total number of scholars only 132 were above 14 years of age, and 14,364 had attended school less than one year. Taking three years as the minimum time in which anything like a sound instruction can be given, I regret to find that only 3,337 had in their attendance exceeded that period.

The number of children who attended in the *day* schools more than 200 times was 24,678, or (if we deduct 4,275 infants), 20,403, of whom there were presented for examination in the standards 17,554.

Of these there failed,—

In reading - - - -	2,280
In writing - - - -	2,913
In arithmetic - - - -	5,436

In the *night* schools there were presented for examination 2,359, of whom there failed in—

Reading - - - - -	111
Writing - - - - -	475
Arithmetic - - - - -	558

The comparison, therefore, of the per-centage of passes in the day and night schools is as follows:—

——	Reading.	Writing.	Arithmetic.
Day schools - - - -	87	83·4	69
Night schools - - - -	95·3	79·8	76·3

Comparing the above statistics with those for the years 1865–6 (the date of my last report), I am sorry to observe that the number of children at school above the age of 14 has considerably diminished. The per-centage of passes in the three last years shows a continual decline in reading and writing, and a falling off in arithmetic for the year 1868 as compared with 1866.

——	Reading.	Writing.	Arithmetic.
1866 - -	89·5	86·4	72·3
1867 - -	87·4	83·5	65·2
1868 - -	87	83·4	69

Deceitfulness of statistics.

My conviction is that the amount of scholastic destitution in England has been much exaggerated. It is not a correct

test to take the average attendance in a school as in all cases a fair representation of the number of children educated there. It is well known that in half-time schools a different set attend in the morning and afternoon; 50 may be present in the morning, and 50 others in the afternoon, and yet the average attendance for the day is reckoned at 50, instead of 100, as it really is. In the official record of my work during the past year over 32,000 children are said to have been present at the inspection of the day schools, while the average attendance is calculated as only a little over 22,200. But in my last report, when the average attendance was reckoned after a different method, it exceeded by one-twelfth the number present at inspection. Assuming this proportion to be correct now, as there were present at inspection 30,700 (counting only *once* the schools examined *twice* in the same year, owing to a change of date of inspection), the average attendance would be about 33,200, as against about 21,500 computed in the official way, wherein two half-timers count as one child.

I give this as an instance of the fallacy of statistics if not carefully explained. The population of my district (by census 1861) was about 500,000, and according to the above calculation the average attendance in *Church* schools receiving annual grants would be about 1 in 15 of the whole population, or nearly 6·7 as against 5·61 given for the whole of Yorkshire, and this does not represent the whole difference, as in my calculation I have excluded aided schools not receiving annual grants, and also schools not belonging to the Church, both of which are included in the 5·61, as given in the Parliamentary Return of 25 February 1868. Parliamentary Return, Feb. 25, 1868.

There stands at the fore front of the multitudinous discussions on education the question as to the advisability and possibility of its being made compulsory. That to a great extent it is compulsory in the manufacturing districts must be my excuse for touching on the subject. Without admitting exaggerated statements as to the defects of our present system of education we may, I suppose, assume that it is not so perfect or far-reaching as that of some other countries; and if so, the point at issue is simply this, whether the prevailing ignorance can be lessened by compulsion or by persuasion and moral force. Has the latter alternative been successful? Can any one who knows much of the character of the English lower classes believe that they will (at any rate for some generations) be convinced that it is at least of equal importance for their children to be educated, as to gain a few shillings weekly at the expense of their mental and moral training? To give education a fair chance the parents must first be Compulsory education.

educated; as that cannot be done in the present generation, we must make the best provision we can for the future. If we put before the poor even the baser motive that education actually "pays," by enabling their children to earn higher wages hereafter, the answer too often in effect is, that they prefer the shillings of the present to the pounds of the future. Persuasion will not, in my opinion, be effectual, and I believe it is only by some sort of compulsion now that we can hope to bring about hereafter that happy state of things described by my colleague, Mr. M. Arnold, when education will remain "compulsory because it is flourishing."

But then comes the more difficult question, how are we to carry out the system of compulsion? The key to the solution of the problem will be found, I suppose, in the extension of the Factory Acts. In towns or large works this may confessedly be, indeed it has been, done. In the agricultural districts the difficulty is greater. It does not seem to me possible to make agricultural children attend school half a day and work the other half, or even work and learn in alternate weeks; but could they not be compelled to attend school during (say) the five or six months in a year in which their labour in the fields is not so necessary? and no boy up to a certain age be allowed to cease attending school until he can present a certificate that he has passed an examination in a fixed standard?

If the important point is (as I would venture to suggest) that not the mere attendance at school but the result of such attendance in the shape of attainments should be compulsory, the system we should aim at eventually would be some such one as this. (*a.*) That no child till he is 10 years of age be allowed to work at all unless he has passed an examination in the present Standard II. (*b.*) That no child till he is 14 years of age be allowed to work full time unless he has passed an examination in Standard VI. Beyond 14 years of age the difficulty of State interference becomes greater, and other questions arise which it is not the place here to discuss.

But how is the certificate of success to be awarded? In various ways. In schools under inspection the fact of passing the inspector's examination satisfactorily should entitle a child to a certificate, and either a clerk might be specially employed at the Council Office to transmit the certificates, or the inspector might sign them on the occasion of his visit to the school. Also at least one day a week might be devoted by the inspector's assistants to hold examinations in the principal towns and villages of the district, at which all children desirous of obtaining certificates might attend. In this district, *e.g.*, Mr. Firth might attend at Halifax and Mirfield the first Friday

in the month, Bradford and Dewsbury the second, Sowerby Bridge and Todmorden the third, Huddersfield and Saddleworth the fourth, or otherwise. Or again, all certificated masters might be allowed to grant a certificate countersigned by one of the managers of the school, and any fraudulent granting of the certificate be treated as a misdemeanor.

In country places and uninspected schools the board of guardians or other board might appoint a travelling certificated master (to be paid out of the rates or by subscription) solely for this duty. Lastly, any employer employing during the whole year children who had not gained this certificate would render himself liable to a fine, which might be paid towards relieving the education grant. Whether a registration list might not be kept in each parish of the children thus certificated, and whether the police or specially appointed officers should be intrusted with the carrying out of the Act, are points of detail. I would further suggest that under the Factory Acts all children should be compelled (when practicable) to attend schools under Government inspection, and that greater care should be taken in providing that the children of all people receiving out-door relief should be sent to and maintained at school out of the poor rate.

Prevalence of routine.

The prevalence of mere routine, and a consequent want of elasticity among teachers, are faults which are common and discouraging. Some of my colleagues have commented on their helplessness when placed in new and unusual circumstances. There is a want (if I may so say) of the power of expansion, which cramps schoolmasters and mistresses, and causes them to be fearful of leaving the old beaten track even in the smallest matters. And this is one reason why a change of inspectors is generally a matter of such alarm. Teachers get so accustomed to the ways of an inspector as to be almost ludicrously dismayed when the annual examination is conducted by a different person after a different method. It ought to be scarcely credible that remonstrance was once made because, when wishing to dictate the figures 1,714, I gave them out as "seventeen hundred and fourteen." "It had always," I was told, "been dictated as 'one thou-" "'sand seven hundred, &c.,' and so the children would be "puzzled." Such an instance is one of many, and proves how difficult it is to persuade teachers that the more varied the form and manner in which a subject is put before children the better they will understand it, and so far the better will be their education, and that it is their duty to encourage intelligence, not mere memory, a thorough knowledge and appreciation of details, not mere repetition by rote, since they are not obliged to sacrifice originality because the system of

education is judiciously administered under certain regulations.

Religious instruction.

In my last report I dwelt somewhat fully upon the religious instruction given in our National schools, and endeavoured to show that it was not practical enough, but too much confined to mere facts, bare and lifeless in themselves unless useful lessons were deduced from them; and though not yet entirely satisfied I am glad to observe a considerable improvement, especially in the teaching of the Church Catechism. There is, however, one point to which I must again direct the attention of the teachers. Religious instruction is not given with sufficient care to the lower classes.

In some schools there is a tendency to neglect it altogether until the children have reached the upper standards. Now I need scarcely remark that this deferring of the instruction entails much more labour afterwards, and it appears to me that, as a rule, the younger children receive it with greater eagerness and pleasure than the older ones, and besides it is to some extent more advantageous to spend time in imparting it to them, because generally the younger children (say between seven and nine) are more regular in their attendance. Among the schools which have particularly distinguished themselves in this most important branch of education I select the following:—

Sowerby, St. George's, Boys.
Elland, Girls.
Halifax, Crosshill, Girls.
" Victoria Street, Girls.
" Trinity, Mixed.
Luddenden, Boys.
Mount Pellon, Girls.
Copley, Boys and Girls.
Clayton, Boys.
Bradford, Ch. Ch., Girls.
Dewsbury, Parochial.
Huddersfield, St. Paul's, Boys.

And in almost every instance these are good schools in other respects. I wish to remark that in many schools it is endeavoured to throw upon the inspector the whole responsibility of directing the best manner of giving, and the best matter for, religious lessons, whereas it is not his province to interfere further than by suggestions, but to report. It would be unjust to say that clergymen generally neglect this part of their duty, but in many manufacturing schools the clergyman takes a less active part than he does in country parishes, either because he has such an enormous amount of work to do owing to the large population assigned to him, or because some millowners take the leading part in the management, and do not approve of what seems to them too much interference on the part of others in schools which they are proud to call exclusively their own.

Minute, 20 Feb. 1867.

In the working of the Minute 20 February 1867, I have

now had a considerable experience, both in town and country schools. I subjoin in the Appendix a circular which I have lately issued, and in which I have endeavoured to carry out what appear to be your Lordships' intentions. There is one danger which I have found in some instances it is necessary to guard against. There has been such an eager desire to gain the extra grant that the ordinary subjects of school instruction have been neglected. In a few of the very last schools (belonging to another district) which I have examined under this Minute, I have found the children admirably instructed in geography, while the writing and arithmetic have been very bad. In these cases the grant has not been given (though *primâ facie* earned) because the number of passes in the three rules has not exceeded 200 per cent. of the annual average number of scholars in attendance over six years of age. To meet this, I would suggest that the inspectors should not examine children at all with reference to the Minute unless a very fair examination has previously been passed in the elementary subjects. The lesson of warning thus taught would be more valuable if given on the spot, than if (as now) it is only learnt some three or four weeks afterwards from your Lordships' communication to the managers. I trust that I shall be pardoned when I say that my opinion coincides with that of my colleague, Mr. M. Arnold, that "more free play for the inspector and more "free play for the teacher is what is wanted," because the elaborate mechanism of the Minute makes the examination under it somewhat too formal. I should far prefer some such simple rule as this, that the first class of a school should have an accurate knowledge of, and the second class an elementary acquaintance with, some portion of geography, history, or other subject; the details to be left as heretofore to the inspector's discretion.

During the past year I have examined 740 children under the Minute, of whom only 229 passed. Teachers are apt to forget that what is required must be the result of a year's steady instruction, and accordingly some have made a great rush in the three or four months immediately preceding the inspection, others have simply given a lesson in the subject now and then, and trusted to the inspector's leniency. With such attempts as this I have no sympathy whatever, for to those teachers the Minute would appear simply a means of getting perchance more money, not an encouragement to the furtherance and extension of education. With regard to the subject chosen, it must fairly be expected that different inspectors will give different advice. I have recommended geography, arithmetic, or composition for various reasons

which I will not now enter upon, amongst others, because I believe that these are the most useful and practical subjects, and in our National schools practical value occupies a more important place than it should do in schools of a higher class, where the pupils attend more regularly and remain at school for a greater number of years.

In teaching geography it is advisable to inculcate the use of hanging globes. In history I myself prefer the period up to the completion of the Norman Conquest, or still better, the events of the present century. It is but right to state that in the teaching of all these subjects the boys' school of St. Paul's, Huddersfield, affords a good model for other schools to imitate.

Pupil-teachers.

According to promise I name the pupil-teachers who have particularly distinguished themselves in my examinations, and have been placed in the first class.

Emily Barber, Halifax, Victoria Street, Infants' S.
Elizabeth A. Roberts, Halifax, Parish Church, Girls' S.
Esther Clark, Sowerby, Triangle S.
Esther Bradley, Sowerby Bridge, Girls' S.
John Crosland, Elland, Boys' S.
Mary Hannah Mortimer, Elland, Girls' S.
Mary Anna Townsend, Elland, Girls' S.
Henry Whiteley, Coley S.
William Senior, Earl's Heaton S.
Alfred James Whitworth, Thornhill Lees S.
John Henry Pearson, Golcar S.

There are in my district 60 teachers recognized by the Committee of Council as properly qualified assistants, and 289 pupil-teachers were present at my examinations. Of the latter class the majority are civil and obliging, and some, especially girls, like their profession; but the greater part are, I fear, indifferently educated and careless. It is to be hoped that the time will come when all managers will give extra remuneration to their masters and mistresses to induce them to devote more care and attention to the instruction of these important members of the educational body. From constant experience I find that failure is most common in grammar and composition. There is too among pupil-teachers a love of diffuseness in answering questions which is usually characteristic of either a shallow mind or imperfectly trained faculties. Mind seems to have melted into mere memory, and where repetition by rote has no place there is too often a perfect blank. I have given of late to pupil-teachers in their fifth year such a question as "Compare "briefly the characters of St. Peter, St. Paul, and St. "John," and it is generally answered by writing down the details of the life of each, without any attempt at comparison.

The jumbling together of facts taken from different parts of the Bible is not confined unfortunately to them; but still there is a certain ingenuity in the "Life of David" (as written by an otherwise shrewd and clever boy), of which I subjoin an exact copy, that it may afford an example of everything that should be avoided. "David was the son of "Saul, and when he was yet quite young he could play "upon the harp, when his father was in trouble he used to "send for his son. But above when Beltshazzar were "having a large feast they were an hand upon the wall, and "Beltzshazzar were afraid but he called for all his physicians "together so has he would get to know what the handwriting "was? But they could not tell him, so then he said he "would give any man a new suit of clothes that could tell "him. So then he sent for David and David told him."

Now this is not a solitary example, there are many more amusing, but the above is sufficient to illustrate my meaning. This unsatisfactory state of things is partly because pupil-teachers come for the most part from a lower class than they formerly did, but more especially because they do not receive such an amount of instruction as is necessary for them. Five hours a week private teaching, two of which are perhaps in the night school, are not enough to enable them to get any grasp of the various subjects which they take up for examination. Candidates are usually very ill prepared, being often in my district boys or girls who have left school a year or two previously. Thence a difficulty. If we make the admission examination stricter we shall inevitably lose a large per-centage of the would-be pupil-teachers; if more lenient, we lower so far the standard of education, and make the succeeding work more difficult. Of the two alternatives I prefer the former. At any cost the pupil-teachers must be fairly good, and the standard of admission is now very low, it cannot in fact be lowered, as it is already only equivalent to what is expected from a child in the first class of a school. But instead of paying the 75*l.* according to the arrangement of the old Code, let managers give, say, 5*l.* the first year, and 5*l.* in advance for every succeeding year. This will, I think, prove a greater attraction, and ought, together with the liberality of your Lordships' terms under the new Minute, one-half of which might be given to the successful pupil-teacher, do much to counterbalance the temptation of high wages in other employments.

As for the lessons which are given in the presence of an inspector, they are generally painful to listen to. I usually require the older pupil-teachers to question their classes in Scripture or geography, instead of hearing a monotonous

lesson on coal or some such object, carefully prepared beforehand and probably already delivered five or six times. I shall content myself probably for the future with seeing how the younger pupil-teachers manage their class in an ordinary lesson without subjecting them to the ordeal of a formal one.*

I must here repeat what I said in my last report, that the female pupil-teachers are, as a rule, far superior to the boys, have far greater tact and patience in the management of a class, are more quiet and orderly, and present altogether a better example to their scholars. Of course I am only speaking of those in my own district.

Needlework. The needlework, as might be expected in a manufacturing district, is not yet up to the mark. The difficulty of getting money advanced to supply materials, and the proud spirit which makes children ashamed of bringing their old clothes to mend, added to the want of regular lady superintendents, are great hindrances. I have had some trouble in enforcing the teaching of cutting out to the elder children, but there are in this respect great signs of improvement. It is moreover by no means easy to spare time enough for giving half-time girls their proper amount of sewing. In my opinion there are great doubts as to the advisability of devoting the whole of every afternoon to this branch of instruction in any school. It seems to me that a full hour and a half is amply sufficient at a time, and that all the time beyond this is wasted. Little girls cannot sit down longer than one hour and a half to any species of learning, they get tired and then spoil a fair piece of needlework by making bad stitches. My opinion on this point is fortified by that of several ladies and schoolmistresses, and if it be correct, an hour of the afternoon, or at least three-quarters of an hour, can be advantageously taken from the period usually devoted to sewing, and given (say) to arithmetic.

Knitting is the fashion in Yorkshire and girls like it best, because (I suppose) it does not require such constant attention as sewing, and therefore they can talk. It is, however, exceedingly useful, as all mill-people wear knitted stockings, but then the other articles of dress should not be neglected in favour of stockings, and so a protest must be entered against its having more than its fair allowance of time.

Elementary subjects. I am sorry to say that the number of passes in the three R's has diminished since my last report by nearly 2½ per cent. in reading, 3 per cent. in writing, and 3½ in arith-

* Since writing the above I have received a copy of the Revised Code for 1869, in which fixed lessons are given for the pupil-teachers.

metic. From the following table it will also be seen that the passes in my district are still considerably behind the average for the rest of England:—

	Passes in		
	Reading.	Writing.	Arithmetic.
England generally	89·5	86·6	74·7
My district - -	87	83·4	69

What can be said in mitigation? Some people have tried to persuade me that half-timers learn as much as whole-timers, in other words, that a child learns as much in three hours as in 5½ or 6 hours. This is a very pleasant theory, but I believe directly contrary to fact, and therefore I may plead the number of half-timers in my district as some excuse for the somewhat humiliating figures above.

The writing is generally good, but a large number of failures are caused by bad spelling. In arithmetic many boys sink below the passing-mark because they work too quickly; they dash at the sums, and refuse to look them over, and hence very often some slight errors which vitiate all their work. This is one of the great trials of school-masters; many a 2*s.* 8*d.* fades from their gaze because the children are so excited and impulsive; opposed as I am to the bribery system, I should be inclined to think leniently of a *present* of one penny to every child who passes in arithmetic. The notation has much improved, except perhaps in Standard II., in which the arithmetic is comparatively very difficult; and among those who have left school for some time, for it is a painful reflection how rapidly the faculty for notation passes away. I can suggest no remedy further than holding monthly examinations in the school, of which the results should be carefully noted down and acted upon. In the higher Standards a false economy is often practised by denying the children the use of paper, except on one or two occasions shortly before inspection. I have in my district invariably refused the use of slates for Standards IV.–VI. to work their sums upon, and have at last done away with the pernicious institution of scrap paper, which exposes the children to the double danger of copying their sums on the examination paper wrongly, or having no time to transfer them at all.

I wish it to be clearly understood that my practice is to dictate some lines of poetry to Standard V. from the reading

book generally in use in that part of the school. That it is advisable for the children to get some well-selected book of poetry no one can doubt; the selection of poetry in the ordinary reading-books is worse than bad, for it gives an entirely false idea of poetry, and might well make children hate and ridicule it for ever afterwards.

In the matter of reading I heartily subscribe to the opinion of so many of my colleagues, that it is generally passable, very seldom good or intelligent. In my judgment there are no thoroughly good reading books at present in use in our schools. The mythological stories are, I believe, now being eliminated; and so, I hope, will be the religious lessons, for it seems to me a great mistake to make an abstract of the Bible a vehicle for teaching reading. Speaking from a short experience, I expect to find the reading in the south somewhat superior to that in the north. Probably the dialect is more like English, though that would be presumptuous to declare as a matter of certainty after one has made acquaintance with the Dorsetshire and Wiltshire tongue.

Copying.

Before I leave this short discussion on the elementary subjects, I must say a few words on the practice of copying. My rule (and I imagine the only kind rule) is to expose the children to as few temptations as possible by separating widely those who are doing the same work; yet there are still many instances in which there is a breach of good faith, destroying the integrity of the examination, and (I grieve to say it) occasionally connived at by those who should know better. The proper punishment seems to be to strike out the offender's name altogether from the examination schedule, and to recommend a deduction of some portion (at least) of the grant if the offences are numerous. All good and honourable teachers would welcome the infliction of such severity, and would naturally seize the opportunity of such an occurrence to point out to the children the disgrace that has been inflicted on the school, as well as to take means of a more stringent character to prevent such a disgrace occurring for the future.

Night schools.

My experience of night schools is large. Happily they flourish well in our manufacturing districts; either my assistant or I have looked over the papers of 2,359 scholars during the past year. This is very encouraging, and the number seems likely to increase. I alluded, in a special report of last year on one of the schools in my district, to the bad habit of calling in other school masters and mistresses to assist at the examination by the managers; and to guard against this I would suggest that all those taking any part whatsoever in

the examination should be required to sign their names and state their *occupations*. I cannot often conduct the examination in person, but I did so at Messrs. Akroyd's Working Men's College and Young Women's Institute, and have again to record my impression of their efficiency, and the zeal and liberality with which they are managed by their well-known and generous benefactor. The time will, I hope, come when night schools taught by clergymen and ministers of all denominations will be allowed to share in the annual grant, as I know the great care and efficiency bestowed upon such schools; and there is some guarantee that the moral training of the scholars is not neglected. Persons unacquainted with night schools would be astonished to see how, in many cases, they have been the means of softening the manners of rough collier lads and mill hands, and how orderly and well-behaved, almost timid and shy, the pupils are on the evening of inspection.

Singing.

I wish to say one word in favour of singing, which is almost universally allowed to be a very material aid to education. One cannot expect to find the musical ear and voice of Yorkshire boys and girls prevalent throughout England. But in all schools something might be done, and with advantage, provided that in the teaching of singing there is variety; not all hymns or popular songs, or glees, but a judicious admixture, and the lesson should be given regularly, *e.g.*, during the last dark hour of a winter's and the first hour of a summer's afternoon, hours when the time hangs most heavily, and the children most require something to interest them.

Books and apparatus.

On this subject I will not dwell at length. It is of course mainly a question of expense. But I much dislike seeing maps rolled up lest they should get dirty, and new books reserved for the day of inspection. The object of hanging maps in a school-room is of course that the eyes of the children may by constant view become accustomed to the shape, &c. of the principal countries, and this object is defeated if the maps are unrolled only when a geography lesson is given. Again, I am not always pleased at seeing very new and clean books on inspection day, as it too often is a proof that the children have used dirty torn books throughout the year, and that the new books are part of the "full dress" put on for that occasion only. The supply of books (as far as quantity is concerned) is for the most part sufficient; as for quality, I will not repeat the oft-told tale, but content myself with wishing that there was some set of books which could be thoroughly recommended as altogether suitable for our primary schools. I have else-

where mentioned that hanging globes should be got for schools, not the usual globe fixed in a wooden frame, but one hanging from (say) the gas pendant or ceiling, round which the class might be gathered. I would suggest that the surface of the said globe be made up of the different countries, seas, &c., each in a separate piece, and all fitted together, as, *e.g.*, the counties are in a little child's map of England or in a geographical puzzle. Then when a lesson was being given on any particular country, the teacher (after pointing out its place on the globe and position with reference to other countries) might take it off, and thus show its shape, demonstrating to the children that it was not flat, as it appears on an ordinary map, and making such other observations as might be useful.

Miscellaneous recommendations.

(1.) That no grant be given for children in an infant school who are examined above Standard I.

(2.) That dictation of poetry to Standard V. be compulsory.

(3.) That instead of the present writing in Standard II., one line of monosyllabic words be dictated to the children.

(4.) That simple proportion be added to the arithmetic of Standard VI.

Opinion on assistant.

I have derived great assistance from the assiduous and intelligent labours of Mr. Firth, and I part from him with very great regret after a close and constant intercourse of more than three years and a half.

The religious question.

It will be no exaggeration, I think, to say that nearly one-half of those who attend the Church schools in this district are the children of dissenting parents, and yet I remember no case of any serious difficulty arising from the Religious question. At first one or two schoolmasters pleaded the number of dissenters as an excuse for neglecting the Religious instruction, but when I pointed out to them that even if there were only one Church of England child in the school they were bound to give it instruction in the Catechism, the difficulty vanished. There is so great a competition of schools in the West Riding that teachers are obliged to consult the wishes of the parents; but there is considerable credit due to all parties for their liberality of thought and action. I cannot call to mind a single instance of a child being withdrawn to my knowledge from the regular Religious instruction, and a majority of any cases that might arise would probably be due to some want of tact or management on the part of the teacher. As long as parents are allowed to choose their own Sunday school and place of worship for the child, they have no objection (as a rule) to its being taught with other children in the day school. There was one notable instance in a

parish, where dissent preponderated, of the children being taught, in consequence of a suggestion I made, and without any objection on the part of the parents, the order for Morning and Evening prayer, so that they became very familiar with our Liturgy, and acquired a general knowledge of the services of the Prayer-book. I myself always adopt the principle of the Conscience Clause in my examination, by not calling specifically on children whose parents do not attend church to answer questions in the Catechism if they appear disinclined to do so; but the necessity of this rarely, if ever, occurs. Many parents have such confidence in their power of bringing up their children in their own creed, and so firm a belief that after all the dogmatic teaching given to a child up to 10 or 11 years of age (the average time for leaving school) does not strongly influence in any particular direction its religious belief, that they do not hesitate to send them to a good school, of whatever denomination it be; of course this is not always the case, for influence is often brought to bear by their own ministers to induce them to support some particular school, especially if it be of their own denomination, and not very flourishing. My experience of the West Riding leads me to believe that to any appreciable extent the so-called Religious difficulty does not exist in education; and this conclusion says much for the excellent sense which is so characteristic of Yorkshiremen.

Farewell to district.

In bidding farewell to this district after a sojourn in it of nearly four years and a half, I cannot but gratefully bear testimony to the great kindness and cordiality which I have experienced from all classes. The work has up to this time been very heavy, and I could not have done as much as I have without the earnest co-operation of both managers and teachers. The clergy here, as everywhere, have devoted a great deal of time and attention to the good cause, and have contributed out of their means considerably more in proportion than the bulk of landowners and manufacturers. Yet of this latter class there are many brilliant exceptions. Halifax and Bradford especially bear witness to the noble exertions of men whom I will not here name, and whom there is no necessity to name, for every one acquainted with those towns will recognize at once to whom I allude.

Conclusion.

Though I am bound to admit that the actual results of education in my district are not what I should wish, yet in the first place there are signs of improvement; and secondly, there is the desire for education, and where that is all difficulties will eventually be overcome. Whatever be our future system of education, whether compulsory or not, whether administered as at present or based on local rating,

I have every confidence that it will be successfully worked in the north, for the general intelligence of the people, and their perseverance in everything which they undertake, will enable them to recognize what is good and to carry it out to a satisfactory issue. No true friend of education will fail to attribute a great deal of what has already been done to the beneficial effects of the Factory Acts, the extension of which (modified according to local circumstances) throughout England will do much, I feel sure, to diminish the prevailing ignorance, and enable us to hold in education that high place among nations which we hold in other things that are scarcely more practically useful, and certainly not more important.

I have the honour to be, &c.
CHARLES F. ROUTLEDGE.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

Education Department, Privy Council Office,
REV. SIR, London, November 1868.

As it is left to the discretion of Her Majesty's inspectors to say what they require from children presented for examination in any subject under the Minute of February 20, 1867, I consider it advisable to give you notice beforehand, that the *minimum* which will satisfy me in each subject is as follows:—

Geography.—An accurate knowledge of the geography of England.
History.—A general sketch of English history from (*a*) the Roman invasion to death of Henry III.; *or* (*b*) death of Henry III. to death of Elizabeth; *or* (*c*) death of Elizabeth to the reign of Victoria; *or* (*d*) a more minute acquaintance with the history of the present century.
Grammar.—Noun, pronoun, adjective, verb, adverb, conjunction, preposition, and to parse fully a simple sentence.
Arithmetic.—Proportion, vulgar and decimal fractions.
Composition.—To write a letter on some simple subject, to be chosen by the inspector on the occasion of his visit.

Personally, I should recommend geography, arithmetic, or composition. It is necessary to study minutely the conditions (contained in the Revised Code), under which alone the grant is given.

I should be much obliged if you would be careful to inform me, when acknowledging the receipt of the notice of inspection, of the subject chosen, and the number of children to be examined.

As a general rule the questions in the first four subjects named above will be written on the black-board, and the children will be required to answer them on their slates.

I have the honour to be, &c.
CHARLES F. ROUTLEDGE,
Her Majesty's Inspector.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. H. R. SANDFORD, M.A., *on the* CHURCH OF ENGLAND SCHOOLS, *inspected by him in the Counties of* WORCESTER *and* STAFFORD.

MY LORDS,

I HAVE the honour to lay before your Lordships my report on the schools connected with the Established Church in South Staffordshire and North Worcestershire.

Character of the district.

The district is in the main a populous one, throughout the greater portion of it the inhabitants are engaged in mining and the manufacture of hardware. There is no district I believe which, from the nature of its various industries, many of them causing a great demand for juvenile labour, and from the shifting character of its population presents greater difficulties to the educationist, or which shows more clearly that considerable changes will have to be introduced, if education is to do the work which it ought to do, for our greatest and most important populations.

Increase in the number of schools and of scholars inspected since 1866.

Since I last reported to your Lordships two years ago, the increase in the number of schools and of scholars has not been large; considering that public measures for the improvement of education, which ought to affect its condition in this district considerably, have been introduced recently, this increase is certainly less than might have been anticipated. I find that the number of schools visited in reference to annual grants this last year has been 124 with 331 departments, viz., 72 boys' schools, 60 girls schools, 57 infant schools, 60 mixed schools, and 82 night schools, which is an increase of two schools (26* departments) since I made my last report. The number of scholars in average attendance in these schools has been 25,411, viz., 13,214 boys, 9,775 girls, 1,896 male and 526 female night scholars. Of non-annual grant schools, schools visited for the sake of examination only, the number is 15 (19 departments), containing 1,120 scholars. In all, the average number of scholars in schools inspected has been, as nearly as I can ascertain, 26,531; 19,647 belonging to Staffordshire, 6,884 to Worcestershire, as compared with 24,267, the average number for 1866. Hence there has been in all an increase of 2,270 scholars in the two years. Within this period four new schools have been established, two of which have been

---

* Many of these departments are night schools.

inspected, viz., Bradley St. Martins national schools, Caldmal school at Walsall, St. Anne's national school, West Bromwich, and St. George's, branch school, Wolverhampton. No fresh school has been placed under a certificated teacher or claimed the benefit of annual grants: it is to be remembered, however, that there are only four or five schools, viz., Sedgeley National with its two branch schools, and Lower Gornal with its branch school, that in the mining and manufacturing parts of the district are not under certificated teachers. The number of certificated masters and mistresses in this district is only four more than it was in 1866, viz., 255: the number of assistant teachers has risen from 25 to 32, that of pupil-teachers from 231 to 294.

Increase in the number of teachers.

Proportion of children in inspected schools to the population no greater than it was.

The proportion to the population of children attending church schools under inspection in South Staffordshire (which in 1866 was 3·7 per cent.) is now* 3·9 per cent. If the number attending non-church schools (4,937 average attendance) be added, this proportion will be nearly 4·8 per cent., which shows a very unsatisfactory state of things, if compared with the proportion attending inspected schools in parts of Germany, which is 15 or 16 per cent. In north Worcestershire this proportion including both church and non-church schools is only 3·8 per cent. While then, in the whole district, there is no increase of scholars, relatively to the population, the educational state of several parishes continues as low as it was two years ago. Among these the original parish of Sedgeley with its several subdivisions, Sedgeley proper, Coseley and Gornal, holds an unfortunate pre-eminence. At Sedgeley proper, with a population of 11,000, there are only 130 children in the central national school (only 26 in the girls school), perhaps 200 more young children in two dame schools in outlying parts of the parish.

Educational state of certain parishes very low.

Gornal, upper and lower, with its population of 10,000 or more has only 300 or 320 scholars. In Coseley, part of the same parish, one school, not connected with the parish church, belonging to the Messrs. Bagnall has been closed. Princes End school in the same district (Coseley) remains closed. Brierley Hill, where considerable efforts for the improvement of education have been made by the new incumbent, has only 230 scholars, not above one or two boys over 12 years of age in the boys school from a population of 12,000, (there is a Wesleyan school with an average of 194): the schoolroom there, though in the neighbourhood of one of

---

* *i.e.* 1,815,800 (average attendance × 100) ÷ 456,613 (the population, as nearly as it can be ascertained, in 1868).

the richest mining properties in the country, is about the worst in the district.

Again in Willenhall, which has a population of 21,000, there is not a single national girls school under a certificated mistress, nor is there I believe a certificated mistress employed in the town.

The standard of attainment in the elementary subjects, I should say, is on the whole well kept up: it is rather higher than it was two years ago, as will appear from the following table: The standard of attainment as compared with what it was two years ago.

		Per-centage that passed in		
		Reading.	Writing.	Arithmetic.
1866 - -		87	87	68
1868 - -	Boys - - 90		90	74
	Girls - - 91		89	67
	Total - - 90·5		89·5	70·5

This per-centage is only taken upon the number examined in boys' and girls' schools (13,499); if it be taken upon the number examined in boys, girls, and infants schools (14,663), the per-centage passed in writing and arithmetic will be somewhat higher, viz., 91 and 72. The per-centage presented in the three upper standards for the past year has been 24 per cent.

In religious knowledge there has been some improvement; many teachers try to give a practical turn to the lessons in the lower classes of many schools. The range of subjects is not so much confined as it was to certain well-known stories from the book of Genesis. The little children, especially in girls schools, often answer very intelligently on scriptural subjects; they would in many cases do still better if the head teacher exchanged classes more frequently with the junior teachers. The upper classes too would gain by this arrangement, as children are apt to become mechanical when questioned always by the same teacher. The work of the head teacher is needed in the lower classes to draw from children the practical lesson to be learnt from facts, to point out the moral character of actions in the scripture stories,—points which the junior teacher is too often apt to overlook. In the religious teaching of the upper classes, lessons on the parables showing in detail the analogy between the different points of the story and the spiritual facts signified, such as are given at the Gold's Hill boys' school;—or lessons on scripture characters Scriptural teaching.

showing how different actions illustrate various points of character, such as are given at Trinity girls' school, Smethwick; or the grouping together of examples to illustrate truths or precepts of scripture, (such for example as are given in the book of Proverbs,) are all calculated to draw out thought, and form a kind of teaching which might be given with advantage more frequently than it is. In lessons of this kind some teachers are apt to lecture too much instead of leading their scholars themselves to draw inferences.

Extra subjects. Geography. Grammar.

Extra subjects are taught in most of the boys' schools. Generally the extra subject has been geography; only in a few cases has there been a complete failure. The geography taught has been, besides the elementary definitions, chiefly that which relates to the seats of manufactures, and different coal-fields of the country; physical geography also is taught. Not so many scholars as might be wished are able to describe the course of a river, or draw an outline map to show the physical features of a country. The most intelligent schools, as a rule, choose grammar as the extra subject; as at St. Peter's, Wolverhampton, where the subject is very well taught. I am inclined to think that this is the best extra subject to choose, as it may more easily be taught than other subjects so as to encourage reflection. It has been frequently pointed out to the teachers of this district, that simple lessons on some of the elementary facts of science might be given with advantage,—*e. g.* there might be lessons on the causes of natural phenomena in rural districts; on the laws of health in crowded manufacturing districts, where through people living in ignorance of, or in violation of these laws, the physical state of the people is so rapidly deteriorating.

How far the elements of physical science may be taught.

A very interesting paper was read a short time ago to the school masters' association at Dudley, by Mr. Lyttelton, showing the results of some teaching of this kind at Lord Lyttelton's school at Hagley. Certainly the effect at that school has not been to retard its progress in the elementary work.

A good deal has been said lately about introducing the systematic teaching of science, and of subjects of what is called technical instruction into the upper classes of National schools; my strong conviction is that as these schools are at present constituted, such teaching cannot, without injury to more important work, form part of their usual course. The only cases in which any teaching of this sort, or indeed advanced teaching of any kind in day schools, is attempted in this district is at the Messrs. Chances' school where there is a class for chemistry. At Holly Hall, Mr.

Cochrane's school, as well as at Messrs. Chances', Spon-lane, mechanical drawing, which of course has a direct bearing on the more skilled work of the district, is taught. The models of machines there are very well executed, and the boys who drew them (at Holly Hall) showed that they understood to some extent the uses as well as the construction of different parts of the machines. At St. Peter's National school, Wolverhampton, at Messrs. Chances' schools, Spon-lane, and at Messrs. Bagnalls' schools, West Bromwich, some instruction in French or Latin is given to the most advanced scholars. But, with these few exceptions, nothing in the way of technical instruction even in book-keeping or mensuration, or instruction in foreign languages is attempted, as far as I know, in any of the day schools that I visit. The average age of the children in the first class being from 9 to 13, I maintain that their minds are not ripe for such instruction, and I confess I think the admission of boys as young as 12 to evening science classes, is a point that requires consideration. In the school for special instruction at Mulhouse in France (Ecole professionelle) the youths are not taught chemistry till 13, mechanics till 14 or 15 years of age. Again where a variety of subjects is taught to the first class there is a tendency to raise the school fees so as to place the instruction in the first class above the reach of the majority of the manual labour class. This evil is avoided when, as is done at the Messrs. Chances' school, the French lesson is not part of the ordinary work of the school, but is carried on in a separate room, an extra fee being charged for this lesson alone. It is an extension of this plan which I believe would enable the friends of education to meet the demand for scientific instruction and also increase the means at the disposal of the country for secondary instruction of all kinds.

More advanced teaching in scientific subjects very rarely given.

If advanced teaching is to be given, a change in the constitution of schools will be necessary.

The plan I alluded to is simply that of establishing higher departments in connexion with our existing primary schools to which only children who have reached a certain standard should be admitted, in which higher subjects should be taught, the school fees being raised to meet the superior nature of the instruction given. The plan is not a new one. The want of some such system of secondary schools was noticed by Mr. Kennedy in his report for the year 1855, p. 359; his words are,--

"Our voluntary system, by connecting the whole course of elementary instruction with an ecclesiastical district, prevents our having three or four series of graduated schools, and chains the schools down to a uniform dead level. There is not sufficient scope, there is not a

ufficiently high style of school, for boys ranging from 10 to 14 years of age. We want at least three grades of schools, an infant or first school, a second school, and a third school."

Departments for secondary instruction needed.

And exactly the same way of establishing this graduated system that I have pointed out was suggested by Mr. Norris in the year 1857. Mr. Norris in his report for that year, (p. 435) alludes to the words of an official letter from your Lordships' secretary which contains the following passage:—

"The Lord President thinks that a system of secondary schools might with great advantage be added to the present system of primary schools, in all those localities where schools of the latter kind are sufficiently large or sufficiently numerous to afford a supply of children who have mastered the common elements of instruction, and are prepared to proceed with more specific studies."

And proceeds to show that though under the terms of the Parliamentary vote, your Lordships could only recognize such schools as places of higher instruction for the most promising pupils of the elementary school; that yet it is plain that they would be largely resorted to by the children of the middle classes also, and would satisfy a need which is coming to be more and more felt in that stratum of society.

Some of the steps to be taken towards the formation of such secondary schools are given by Mr. Norris in page 436 of that report. One suggestion is that by means of funds derived from charities or endowments bequeathed to a parish some of the best scholars in the lower schools might be admitted as free exhibitioners to the schools of higher instruction.

It may be objected that these more advanced scholars of the primary schools may be promoted to the grammar schools; certainly they may when any provision is made for this, as is the case to some slight extent at Handsworth, where boys are elected annually by competitive examination into the Bridge Trust middle class school. Still the number thus benefited is infinitely small compared with the numbers that stand in need of higher instruction. In a large proportion, too, of the towns or large manufacturing villages of this district there are no grammar schools.

It is to be remembered, too, that in countries where the educational * system is complete, as in Germany, there are two sets of schools besides those that answer to our primary schools, viz., the real schools, or higher citizen schools, as well generally as the gymnasia or grammar schools. In America there are the intermediate schools, besides the primary and high schools.

* In Norway the *higher* rural schools are united schools for several parishes, each parish having its separate lower school.

Extension of the educational system needed so as to embrace the poorest classes.

But again, some extension of our system is greatly needed in reference to our poorest classes, as well as in reference to the most advanced and most intelligent of our artizan population. While our present system fails on the one hand to attract or retain those who require something more than the elements of education, it is still more lamentably defective in regard to the poorest classes of the community. I do not mean to say that children of this class may not be found in the primary schools, numbers of them may, at least in the lower classes of these schools, especially in the rural districts, where the parent of the farm labourer class too often puts to shame the highly-paid glass-blower or iron-worker in regard to the care he takes of his children's education. But though numbers of this class attend our schools, a large proportion are not to any appreciable extent influenced by them; thousands never attend them at all.

School life of the poorest class of children exceeding brief.

The following facts may be mentioned in proof of what is here asserted. In the free night school in Wolverhampton, which is attended by the poorer class of boys employed in hardware factories and workshops, out of 111 present, when I examined them on December 7th (1868), only 31, or 27 per cent., had been four years or more at any day school. Even in night schools where fees are exacted and where the generality of the scholars do not belong to so poor a class, the proportion of those who have been less than four years at a day school is exceedingly large, as may be seen from the following table:—

Name of Night School.	Number of Scholars.		Per-centage who had been less than Four Years in a Day School.		Per-centage of these last below the Second Standard.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Bromsgrove - - -	61	—	66	—	68	—
Corngreaves - - -	95	—	40	—	66	—
Cradley - - -	66	35	70	70	30	66
Ettingshall - - -	43	25	50	66	70	65
Lye - - - -	60	43	77	55	25	40
Quarry Bank - - -	28	—	45	—	—	—
Redditch - - -	60	37	48	60	75	—
West Bromwich, St. Peter's -	110	—	55	—	50	—
Willenhall, St. Ann's - -	24	—	70	—	—	—
Wolverhampton:—						
Chillington Company's -	32	—	65	—	50	—
St. Peter's - -	95	—	55	—	—	—
Ragged - - -	110	60	72	85	90	100
St. Matthew's - -	17	19	50	5	—	—
Total - -	801	219	58	56	58	67

It is true that many of these young people may have had very imperfect or confused ideas as to how long they had been to any day school; but the proportion that could not pass even in the second standard, *i.e.*, could not read an easy narrative or work a sum in subtraction, is a proof that they can hardly have been much longer at school than they imagined.

The statement that a large number of children of the poorer class of operatives do not attend school at all is illustrated by the following fact. The owner of some large works at Woodside or Holly Hall, near Dudley, who supports one of the most flourishing schools in my district, Mr. Charles Cochrane, ascertained by the help of his schoolmaster, an experienced teacher, and one who knows the neighbourhood thoroughly, that out of 399 children visited at their homes, 43 per cent. were neither at work nor at school. These children did not belong to the criminal or vagrant class; they were the children of colliers and nailers, or of widows.

Again, in houses in two poor but not bad parts * of Wolverhampton, it was found that 33 out of 65 were neither at work nor at school. These statements with regard to one or two districts may not be considered of great importance, but when they are set alongside of similar facts given on good authority with respect to the poorer population of great cities like Birmingham, Liverpool, and Manchester, the inference to be drawn from them I think is irresistible, viz., that a large proportion of our population are not in any way reached by our present system of education. Now one reason of this state of things is, I believe, because the schools in this manufacturing district are, if I may use the term, too respectable; the fees paid, at least in the upper classes, too high to allow of the poorest class of children receiving anything like a thorough education at such schools.

Reasons why the children of the poorer and more improvident classes attend school so little.

I. School fees in the upper classes too high.

Thus when the inquiry above alluded to was made at Woodside the reason given for the non-attendance of many children was their inability to pay the school fees. I wish to draw attention to the fact that it is the upper part of our schools which draw so small a number from the poorer classes of children; the lower classes and infant school classes are in some schools largely attended by the poorest children. Now one reason of this (not the chief reason) is the system adopted almost universally in this district, and to a certain extent in all the populous town districts that I am acquainted with, whether in Staffordshire, Yorkshire, or Worcestershire, of graduating the school fees according to the class in which

* In one street I made the inquiry myself.

the child is, fixing the school fee so high for the upper class that the poorest children cannot afford to pay it. When it is borne in mind that unless a child reaches the upper part of the school he will not even learn to work sums in compound addition and multiplication, or to read such a book as Messrs. Chambers' fourth standard reading book correctly, it will be understood how imperfect an education a child must receive who does not attain to it. The system adopted in most rural schools and in one or two of the best regulated in the manufacturing part of my district, *e.g.*, at Bromsgrove, where it answers admirably, of graduating the fees according to the circumstances of the parents is not as a rule acted upon in the town schools. Doubtless, in exceptional cases, regard is had to the circumstances of the parents; but the tendency of a system of school fees which is graduated according to the class a child may occupy in the school rather than to the circumstances of the parents, must be to keep the poorer class of children out of the upper part of the schools. The question then arises whether this evil might not be avoided and education brought home to the poorest children either by adopting universally the plan of charging just simply according to the means of the parents, or by making a sub-division of some of the largest of our existing schools, establishing a lower department in which a gratuitous or very cheap education might be given to the poorer children, where they could learn all that is essential for 1*d.* or 2*d.* per week; and having a higher department, such as I have above suggested, in which higher fees might be charged and into which no one below the third Standard would be admitted. By this plan the extension of our school system in the other direction above pointed out, so as to enable it to embrace more extensively than it now does the more advanced children of the well-to-do mechanics and small tradesmen, would be secured.

Whether upper and lower departments, or upper and lower schools, should not be established.

There are of course other ways in which the double object I have pointed out might be accomplished. Separate schools rather than departments of existing schools might be established, either as schools of secondary instruction to receive the more advanced of those who now attend the primary schools, in which case the present schools ought to be schools with a low fee for the poorest class of children; or, on the other hand, free or poor schools below the national or British schools might be founded, in which case the present schools might be schools more or less of secondary instruction. There are many of our endowed schools, not grammar schools (as at Dudley), which, as at present constituted, clash with the work of our parochial or British schools, which might be made with advantage to serve in one capacity or the other,

Some of the endowed schools might form secondary schools as at Dudley.

either as poor free schools, or to some extent as secondary schools in which technical instruction might be given (as the Science Committee of last session recommended), according as the circumstances of each district require.

The proposal that has been made to establish alongside of the existing primary schools and doing the same work, secular schools differing only from the existing schools in having no particular religion taught in them, is, I think, much to be deprecated; it would be simply making confusion worse confounded. What we want is the development of a system of graded schools, not the institution of a new order of schools on some new religious or non-religious basis, occupying the same ground with the schools that at present exist. The only result would be, that the two sets of schools would interfere with each other, and hinder each other from doing their work satisfactorily. There are indeed a few localities in this district (as there are doubtless in other parts of the country) in which additional schools of the same class as those which now exist are required; but the great want is not more school-room; this may be inferred from the fact that whereas there is room in the State aided schools of this district for 38,160 children at the rate of eight square feet for each child (for 30,528 at the rate of 10 square feet for each child); there are only 22,989 children in average attendance at these schools, so that taking them as a whole the existing schools are only about two-thirds full. In some few instances the schools are at a considerable distance from the inhabitants, and the establishment of branch infants' schools might here and there be carried out with advantage. If these schools were confined, as is very desirable they should be, to children under eight years of age, I do not see why uncertificated teachers or at least probationary teachers (ex-pupil-teachers) should not be recognized in charge of them. Still, as I have urged, additional schools with the same system of school fees as we have now is not the great want. It may be said that we have in the ragged schools institutions to meet the wants I have indicated; where these schools are made industrial as they are by Dean Goodwin, Dr. Guthrie, and others, I believe they work well. I cannot say my own experience of ragged schools in this part of the country has been very fortunate. In the South Staffordshire iron district, with its population of some 500,000, we have only, as far as I am aware of, two ragged schools carried on on the week days. The most important of them, that at Wolverhampton, when I examined it the other day had 68 juvenile scholars, four or five of them industrial scholars, inmates, and 56 infants; only 14 of the whole 124 were above the first or lowest

Additional school-rooms not the great want.

Existing school-room not occupied.

Ragged schools do not meet satisfactorily the want of the poorer class.

standard. I have visited also one at West Bromwich which was just as unsatisfactory in regard to attainments, and more unsatisfactory in this respect, that it contained a larger proportion of children who ought to be attending a better school. All praise is due to the zealous and benevolent people who work for and teach in these schools, but the education of the poorest class ought not surely to depend on the chance efforts of a few philanthropists here and there, but ought to be made part of our national system; nor until they are put on a better footing and have regularity of attendance secured by law, will the schools that provide for this class ever succeed, except in a few instances, in imparting self-respect, habits of order and obedience, or in raising the moral tone of the neglected children who attend them.

To meet the inability of the poorest classes to pay adequate school fees it would be necessary to have recourse to an educational rate. Poor schools, or poor departments of schools, must have support from municipal or other local funds. Even as things now are, with a large number of the poorest not attending the schools, many children are admitted to them without fees, and the school income suffers in consequence. In 45 schools in my district containing about 12,844 scholars, 700 are, owing to the poverty of the parents, paying no fees; 1,007 are paying about half fees; 1,307 have left because they cannot pay the fees.

Provision for educating the poorer class can only be met by adopting the plan of a school rate.

How could the managers afford to educate this class of scholars unless the deficiency caused by their impecuniosity be supplied from some public source? That this public source should be a fund collected by local rate, not the National Treasury, hardly any one, I think, can doubt who has seen how very inadequately in too many cases local wealth contributes to the support of education in its neighbourhood; in this district the Government grant amounts to 10,300*l.*; voluntary local contributions only to 7,800*l.*; the school-fees to 10,500*l.**

In some districts the possibility of collecting even the small amount that is contributed has to depend on whether the parochial clergyman is personally popular with the wealthier people of the neighbourhood; or on whether the latter fancy that educated or non-educated workpeople are most given to strikes.

---

* In the United States the amount contributed towards the support of schools out of local taxation by the municipalities is about five-sixths of the whole expense. In this country municipal bodies not only contribute nothing as such towards schools, but now in some cases even propose to tax school buildings for municipal purposes.

Even in the case of schools attended rather by the better paid than by the poorest class of work-people it is found impossible to provide the schools in the majority of instances with a sufficient staff of assistants or pupil-teachers. If education for the poorest classes is to be provided, it will be still more absolutely necessary to establish a school rate, or at least to pay for the education of the poorest out of a rate. The fact that the schools of the better working class are inadequately supplied with funds may be seen when I state that out of the 72 boys' schools in my district, there are only 48 to which I can point as being adequately supplied with assistant teachers or with pupil-teachers of a proper age. If the claims of the night schools which exist or ought to exist in connexion with many of these day schools, be taken into account, the number of cases in which the staff of assistant teachers is inadequate would be still greater.

But now while I urge that it is impossible without an educational rate adequately to maintain our existing national schools; and still more impossible if the system is to embrace the poorest class; I do not advocate a school-rate with a view to provide a gratuitous education for the working classes. It is greatly because I feel that the working classes, at least the well-to-do portion of them ought to pay much more adequately than they do towards the education of their children that I have favoured the principle of the local rate.

Arguments for a school rate.

The complaint I have heard again and again from clergymen and employers of labour is, that the operatives who are most highly paid are, in some cases, the worst in regard to paying the fees for their children's education or for sending them to school. What we want mainly in a school-rate is a compulsory payment of school-fees from the parents benefited, as in parts of Germany where a large portion of the school-rate is a sum paid in the way of school fees by each family, varying according to its circumstances.*

A late lamented colleague, the Rev. A. T. Bonner, argued in his last report that if school attendance were compulsory, and the parents had to pay fees according to their means, a school-tax on all property would not be needed.† I am inclined to agree with him; but in countries where it is adopted, besides this payment, the educational rate usually comprises a tax on the property of all citizens.

---

* Report of Dr. Pattison to the Education Commission, vol. iv., p. 185.

† In three provinces in Holland, where attendance at school is not compulsory, the plan of making all parents pay school fees was adopted, and the attendance increased greatly.—Education Commission, vol. iv. p. 150.

Whether this should be a tax on real or on personal property, whether before any additional rates are imposed some re-adjustment of our whole system of taxation will not have to be made, so as to strike a more even balance between the claims of local and imperial necessities, is a question closely connected with the subject I have touched upon, but is not one which I can with propriety here discuss.

II. Second cause of imperfect education Claims of the labour market.

I said that the inability to pay sufficient school-fees was not the only or the chief reason why the classes who need school education most are not to any satisfactory extent influenced by it. As might be expected in a manufacturing district like this the claims of the labour market have been one great cause of the early removal of the children from school. Thus, out of 111 lads whom I examined at the Free Night School at Wolverhampton and found exceedingly ignorant, 96 were from factories and workshops, one-fifth of these being under 13 years of age. So of the girls' night scholars at the Lye, 50 per cent. of whom were in the lowest Standard, almost all had been taken to work young at the adjoining nailshops or brickworks.

Factory Acts Extension Act.

The operation of this cause has been somewhat modified by the action of the Factory Extension Act introduced last session. This Act, though it has only been the means of bringing to the schools that I visit 22 children as half-time scholars, has yet had the effect in some places, as the teachers inform me, of keeping boys at school, who, had it not been for the Act, would have been absorbed by the surrounding works.

Workshops' Regulation Act.

The Workshops' Regulation Act, though there are many thousands of children who ought to be affected by it, has only sent 24 or 25 half-timers to school in this district; and I do not see that the average age of the children in the neighbourhood of the workshops has increased at all. There can be little doubt, however, that according to the plan, or some modification of the plan, suggested by Mr. Baker, (the head Inspector of factories for this part of the kingdom), provision will be made for the due carrying out of the Act. A suggestion made by Mr. Baker that the ten hours' schooling required by the Act should be divided equally between the five school days of the week is most important. As the Act now stands the schooling might be given in such a way as to benefit the children very little.

Importance of military drill and physical exercise for factory scholars.

I believe 2½ hours schooling a day would be long enough to require under these Acts in summer as well as in winter. If some small portion even of this time, *e.g.*, 15 minutes in the day, could be given to physical exercise in the playground under the master's eye it would be a great benefit to

these work-boy scholars, whose pale faces and contracted chests in many cases show that it is fresh air and healthy exercise, as much as mental training that they require. Military drill —perhaps the best form of this exercise when large masses have to be dealt with—is well carried out at a few schools *e.g.*, St. John's, Wolverhampton, Holly Hall, Halesowen, and Corngreaves; its general adoption for the young of all classes is a matter of national importance, and it would be well if the practice of it could be recognized and encouraged either by the authorities of the county or by the Government.

Mines Inspection Act. Improvement in the educational clauses needed.

I have frequently called attention in this district, as Mr. Norris has done before me, to the effect of boys' labour in coal mines, and to the unsatisfactory state of education existing among the young people of that class. I have gone into the subject fully in evidence given to the Select Committee on Mines (Report for 1865, page 317), and will content myself with saying here that so long as boys of 12 years of age are allowed to work 12 hours a day in the atmosphere of a coal-pit it will be impossible that as a class they should retain the elements of education, even supposing they have ever been instructed as young children. If the Mines Inspection Act could secure the collier lads one hour's instruction a day up to 16 years of age, limiting their hours of labour to nine hours a day, it would be an immense boon to them.

III. Third cause of imperfect education. Neglect of parents.

But it must be allowed that neither the demands of the labour market any more than the inability of the parents to pay adequate school fees, are in a large number of cases the reason why the young receive an imperfect education. Doubtless the prospects of education are worst where the young are most absorbed in excessive labour, but there are numbers of children deprived of education through mere neglect of parents or the real or fancied claims of home duties. Thus of the 399 children with regard to whom the inquiry was made at Woodside, while only 16 per cent. were at work, 43½ per cent. were neither at school nor at work. Again, at the Lye, out of 32 girls employed as nurses while the mothers make work in nail or chain shops whom the clergyman examined, only four could read even words of one syllable.

Large proportion of children of a certain class who neither go to work nor to school.

The imperfect education received by girls as distinguished from boys in parts of the district where there is not much demand for their labour in factories, proves that it is the indifference of parents, or the employment of girls in household drudgery, or in mining districts in coal picking, that keeps many from school.

My strong conviction is that such household work ought not to interfere with the rights of the young to education. Children may be of equal use to their parents and indeed would help them more vigorously if they had to attend school 2½ hours every day, as they are in Germany, where they have to attend school three or four hours a day. Even in England, many mothers adopt the plan of sending their children half days to school, but they do it so irregularly that the schooling often is of very little use.

An Act to secure to all children two or three hours schooling a day essential.

What we want is an Act to secure to every child regular schooling for two or three hours a day, or at any rate to punish parents who are found habitually to neglect their children's education. Such neglect might have been less injurious in days of primitive simplicity, but with our teeming population amid great cities offering every kind of temptation to the young and inexperienced, for parents to allow their children to grow up in ignorance, unfortified by the principles which a sound education tends to impart, is really a great offence against society, and there ought to be no hesitation in punishing it accordingly.

The most intelligent of the working classes themselves have frequently of late at public meetings in this neighbourhood expressed themselves in favour of compulsory school attendance, with the provision for cheap, or in cases of necessity, free education, so that I believe the parents would make little difficulty about the matter.

There is no way in which municipal bodies could do greater service for education than by employing officers to see after the school attendance. School management duties are best carried out by local committees in each parish.

A great deal is effected towards remedying the evils of past neglect in regard to education and of keeping up the little knowledge that has been acquired, through the instrumentality of night schools.

Night schools.

The number of these institutions under inspection has increased since I last reported to your Lordships, from 59 to 82, the number of scholars in average attendance from 1,583 to 2,422; of these 2,422 scholars 526 are girls; 2,493 evening scholars have been presented for examination, all of whom (except about 130) I have been able to examine with the valuable help of the assistant, Mr. Lewis, who is both active and methodical in his work. The attention which the South Staffordshire Board for adult education has drawn to the value of these institutions, the distribution by the board of prizes and certificates to the best scholars from the evening classes have doubtless given some impetus to night-school work in this district, and several of the teachers, both

masters and mistresses, have laboured most devotedly in this field. Still a great deal more might be accomplished in this direction than is effected; and even in regard to what is effected there is the melancholy reflection that some of the teachers must be overworking themselves. For those indeed who enjoy good health and who get as much exercise as they can, I do not see that night-school teaching is injurious; certainly it need not be so in cases where there is a qualified assistant who can relieve them of part of their school work in the afternoon on the days on which they have night work. It is important to secure the services of the senior teacher for the teaching of the older lads who attend in the evenings. Most of them are his old day scholars, and in most cases no one has the same influence over them as the teacher who has trained them from childhood. This I am sorry to say is not the arrangement in so many cases as could be desired. There are only two schools in the district which have assistant masters qualified to take sole charge of either the afternoon or the evening school, so as to relieve the head master of part of his work. Assistant teachers under article 91, young men of 18 or 19, are, as your Lordships are aware, not so qualified. In several cases it is the practice to leave the young assistants to do the main work of carrying on the night school, while the head master's energies are devoted to the instruction of the more advanced youths in science classes, towards which such liberal grants are made by the Science and Art Department. To a certain extent this is natural and right. To one who has been engaged in the humble work of instructing young children in the elements it is a great relief to exchange for it the more pleasant labour of initiating the most intelligent in the interesting facts of science. Even the nomenclature of chemistry or physiology may be interesting after five hours' work in teaching the elements. The having to instruct science classes is a motive to self-improvement which, many teachers who find their ordinary school work very easy, are apt to neglect. Still, the practice needs a restraining hand to be kept over it. The main service which the country expects from those whom it has trained to be teachers is that they should help to civilize the masses; not so much that they should give advanced instruction to the few.

Assistant masters needed for night-school work.

Grants towards night schools small as compared with grants made towards science teaching.

And here I cannot forbear drawing attention to the fact that one part of the system administered by your Lordships is not so arranged as to sufficiently counteract the tendency I have spoken of. The grants made by the Science and Art Department towards the instruction of young people in science classes are so liberal as compared with the grants

made towards instructing the backward night scholars in mere elementary work that it is hardly to be wondered at that some of the most intelligent teachers will draw too much of their time from night-school work in order to devote it to science classes.

The grant for instructing youths in science classes varies, if they pass, from 1*l.* to 3*l.*; on the ordinary night scholar it can never exceed 7*s.* 6*d.* One case which has recently come before my notice strikingly proves that some modification of this arrangement is needed. The Messrs. Chance, of the well known glassworks at Spon Lane, made a rule, with the best intentions and with the most excellent results, that all their young employés under 18 should receive so many hours' instruction in the week, in a room connected with the large and flourishing schools which they support. As these lads work a great deal at night it was found necessary to have their schooling given them in the day time, very much according to the plan recommended by the Children's Employment Commission in their report on the state of young people in glassworks. Yet, as these boys could not attend school the full 2½ hours as half-timers in the day time, nor, on the other hand, could be recognized as night scholars, no grant could be made in their behalf; and one of the most valuable institutions in the district, numbering some 130 scholars between the ages of 12 and 20, could receive no encouragement from your Lordships. The decision was, I need hardly say, according to existing regulations; but it shows, I think, that some modification of the Minutes in this respect is required. I believe, too, that no public money could be better spent than that which might be spent with a view to increase the regularity of attendance, and consequently the efficiency of these institutions. A sum of 763*l.* is the total amount of the grants made by your Lordships towards night schools in this populous district. A slight increase in this amount, so administered as to secure a greater number of attendances in the year at the night schools, might be very desirable, though I would rather see it derived by means of a rate from local sources.

The attendance required under the Minute, 24 evenings in the year, is exceedingly small, and some stimulus to the teacher to try and secure a longer attendance is greatly needed. With increased funds at their disposal the managers would be better enabled to engage assistant masters. Then it might be a condition that when there is a night school held in connexion with the day school, and an average of as

many as 120 scholars, an assistant master should be employed if a grant from your Lordships is to be claimed.

A small amount of night-school attendance might be required under the Factory Act.

Evening schools in manufacturing districts also stand in need greatly of the help that might be derived from such a clause as the Children's Employment Commissioners have recommended should be inserted into the Factory Acts, viz., a provision requiring from young people under the Act who are less than 16 years of age attendance at night schools.

As things now are the attendance of these young workpeople is often so irregular as to be disheartening to the teachers. Only about 76 per cent. of those who were present on the evening of my visit to each night school were eligible for examination, as having attended 24 evenings in the year. Often a fourth, in one or two cases more than a third, of the number of those who were eligible were not present on the evening of my visit, so that the school lost the grant that might have been claimed for instructing them.

The employment of young people in factories after 6 p.m. is a very great hindrance to night-school work; leads to late hours and various other evils.

Aid of volunteers very useful in evening schools.

The services of volunteer teachers in night school work are not so frequently employed as might be wished; those at St. Peter's and St. Mark's schools, Wolverhampton, the Lye and Cradley, are almost the only schools in which they assist. These volunteers are in most cases clerks or working men.

One of the many evils resulting from the isolation of rich from the poor in this manufacturing district is that the more educated classes can personally take so little part in any efforts for the improvement of the young workpeople.

When I knew the district 14 years ago the junior members of one well-known firm used to teach regularly in the evening school connected with their works. I have, I regret to say, no such instance to record in my district now. The practice adopted by the family of one great Yorkshire landowner, Sir Tatton Sykes, of visiting periodically the seven or eight schools supported on or near the estate in the wold country, had a good effect I found when I inspected schools in that district; and it is to some slight extent carried out by the members of one or two firms, eminent for their liberality, in South Staffordshire.

Sewing classes in girls' schools rarely visited by ladies.

One department which suffers in the black country from want of the kindly interest that is taken by the ladies of the neighbourhood in more attractive districts is the girls' needlework. The schoolmistress, aided sometimes by the wife of the parochial clergyman, succeeds indeed to a wonderful

extent in making up for the deficiency, and in producing very creditable specimens of needlework for inspectors' visits; but there is a great want often of sewing material for the lower classes, and I doubt whether, with the many calls on her attention, the schoolmistress is able, as a rule, to give to the sewing of these classes that attention which it requires.

Girls' schools need encouragement in the black country.

Girls' schools in districts like this most especially deserve encouragement. The order, neatness, cleanliness for which the few that can make way against the difficulties which they here encounter (as, for example, that at Corngreaves, Gold's Hill, The Lye, Kidderminster St. George's), are remarkable, the bright intelligent faces of the children often form a striking contrast to the murkiness of the surrounding neighbourhood.

Infants' schools.

Infants' schools, though many of them do their work very well, I think receive more encouragement than they deserve, at least as regards the attendance of very young infants. These young infants, whom the mothers are only too glad to have taken care of, are admitted for too low a fee. I have received with satisfaction your Lordships' circulars, showing that educational grants are not meant for children hardly capable of learning anything. If for the future grants for children under four years of age were to be withdrawn, it would, I think, be a great advantage. An infants' school might be maintained at very little cost. For an infants' school, or an infants' department of 80 or 100 children, connected with a girls' or mixed school, I think an ex-pupil-teacher would suffice as mistress, or a teacher who has gained her certificate by a much simpler examination than is given to girls' schoolmistresses. I confess I think the machinery employed for teaching very young children in this country is far too expensive. It is not consoling to reflect that whereas in some countries (*e.g.*, Germany and parts of Switzerland, Norway, and Sweden) the attendance of children under 6 years in the public schools is not recognized, but all from 6 to 13 or 14 have their education secured to them by law, in this district there are 8,861 children under 6, only 2,258 over 12 years of age on the books of the national schools.

High percentage of very young children attending school in this district.

In conclusion I would add that, while I have drawn attention to some of the shortcomings of our present system, I am not blind to the progress that has been made, to the marvellous effect which the efforts of educators have had within the last 20 years on the intelligence and general conduct of a large portion of the people. All I would urge is, that our national education should by means of the graded system be made more comprehensive, and that the hands

of those on whom hitherto the main burden of maintaining the system has fallen should be strengthened, that by the establishment of some new organization, supplementing not superseding existing machinery, the interest in this great work of improvement should be more diffused; that above all, measures should be adopted to secure that the education which the nation supplies, effectually reach those who most need its humanizing and controlling influence.

I have the honour to be, &c.

H. R. SANDFORD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. G. STEELE, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* LANCASHIRE.

MY LORDS,

I HAVE the honour to lay before your Lordships my first report upon Church of England Schools in North and Central Lancashire, visited during the 16 months ending August 31, 1868. Period embraced by report.

I entered upon my charge early in April 1867, upon the death of Rev. A. V. Hadley, whose ability, zeal, and kindness, gave a marked stimulus to educational progress throughout the district, and claim from me an acknowledgment which I thankfully accord.

The remarks I shall make apply almost entirely to schools claiming annual grants. These have so multiplied as to preclude the inspector from visiting any considerable number of those under simple inspection. I may, however, record my opinion of the general inferiority of the schools under non-certificated teachers, so far as my experience has reached. Only annual grant cases regarded. Simple inspection cases.

As to schools receiving annual grants, I visited, in the 12 months ending August 31, 1868, 147, containing 220 departments under separate teachers, which are thus distributed: boys 44, girls 36, infants 42, mixed 98. General statistics.

The number of children present at the examination of these schools was :— Number present.

Boys	21,085
Girls	16,934
Total	38,019

The number in average attendance was :— Average attendance.

Boys	15,462
Girls	11,836
Total	27,298

These numbers are exclusive of evening schools, which I shall speak of below.

I am glad to be able to add that every appointment was kept on the day, and at the time fixed. I have been aided in the examination of these children by Mr. Bostock, my excellent assistant, whose able and unobtrusive performance of the duties entrusted to him, I beg leave to commend to your Lordships' notice.

The largest proportion of children are between 9 and 10 years of age. Up to this age there is a gradual increase, Age of children.

and after it a falling off; only 188 remaining in day schools over 14.

Expenditure.

Upon the education of these children no less a sum than 34,651*l.* 12*s.* 2*d.* was expended during the year ending August 31, 1868. The sum was, in fact, somewhat larger, the returns from two schools not being sufficiently precise to be reckoned. Of this amount 13,681*l.* 19*s.* 10*d.* was derived from Government grants, and the remaining 20,969*l.* 12*s.* 4*d.* from local sources, *i.e.*, school pence, voluntary contributions, and endowments.

School pence.

The school pence, that is, the sum provided by the children's parents, or deducted from the wages of half-timers, amount to 14,303*l.* 0*s.* 8*d.* The average yearly cost of each child's education is 1*l.* 2*s.* 8*d.* The annual expense per child of inspection and official superintendence is a little over 1*s.* 4*d.*, which increases the annual total to 1*l.* 4*s.* This gives an average weekly cost of about 6*d.*, for a year of 48 weeks, four weeks being deducted for holidays. In other words, a child in this district obtains for 2*d.*, the ordinary weekly fee, what costs 6*d.*

Proportion to the whole expense.

I wish that this statement could be laid before every parent. Even in Lancashire, with all the value for sound education which undoubtedly exists, there remains some amount of ignorance or misapprehension about the expense of providing it.

New schools.

The following schools have been inspected for the first time since April 1867:—Middleforth (mixed), Ellel (mixed and infants), St. Thomas', Blackburn (infants), Burnley, Wood Top (infants), St. James', Accrington (infants), Worsthorne (mixed), St. Peter's, Bury (mixed), St. Paul's, Hudcar, Bury (mixed), Carnforth (mixed). These nine new schools represent an addition of 10 certificated teachers, and from 1,100 to 1,200 children already in average attendance.

Change in district.

On the death my predecessor, a re-arrangement of the district was made, by which the Isle of Man was transferred to another inspector, and Bury and Heywood were assigned to me. This change prevents me from comparing the statistics of the present state of the district with those of 1866.

Results of examination.

I have been continually impressed with the similarity of character and decree of efficiency, which runs through the schools of particular localities. A standard seems to establish itself in a neighbourhood, and few managers or teachers have opportunities of estimating schools beyond those immediately round them. I have divided out my district into localities or groups of schools, in order to exhibit the relative standard of elementary knowledge which prevails in each. These divisions present considerable *à priori* diversities. Preston,

Blackburn, Darwen, Burnley, Colne, Accrington, Bury, and Heywood, are large manufacturing towns, with schools attended mainly by half-timers. Lancaster, Chorley, and Clitheroe contain some factories, and are also the centres of agricultural districts. Rossendale, Church, and Oswaldwistle, have a scattered manufacturing population, employed to great a extent in printworks. The Fylde, or the country between the Ribble and the Lune, is almost purely agricultural, but contains also the sea-coast towns of Fleetwood, Blackpool, and Lytham. The following table only imperfectly represents the educational characteristics of the groups. Many important points cannot be brought out by figures; still, so far as they go, they indicate justly.

Difference in localities.

Comparison of localities.

—	Schools examined.	Children examined.	Passes in			Total Passes.
			Reading.	Writing.	Arithmetic.	
1. Lancaster - -	8	1,055	94·7	91·5	89·	91·7
2. Blackburn and Darwen	24	2,981	94·	90·6	86·5	90·4
3. The Fylde - -	20	1,203	96·1	88·9	82·7	89·2
4. Bacup and Rossendale	10	1,318	92·6	86·6	86·2	88·4
5. Burnley and Colne -	13	1,638	90·5	89·9	80·5	87·
6. Chorley - -	6	430	93·9	90·	76·5	86·8
7. Radcliffe - -	7	773	94·8	83·1	80·9	86·5
8. Heywood - -	8	836	91·5	86·2	79·2	85·6
9. Church and Oswaldtwistle.	6	622	89·9	79·9	84·4	84·7
10. Preston - -	30	3,151	89·5	83·9	76·	83·1
11. Accrington - -	6	501	91·	83·2	69·7	81·3
12. Bury - - -	16	1,520	90·4	77·6	68·2	78·75
13. Clitheroe - -	4	199	88·4	70·9	67·8	75·7

Elementary knowledge.

1. Reading.

It is somewhat difficult to describe, and more so to enforce, what may justly be called good reading in an elementary school. But it is certain that many children who pass in reading do not come up to a satisfactory standard. Fluency is manifestly insufficient, though some amount of mechanical fluency is requisite. On the other hand, intonation and emphasis may be almost as mechanical as mere fluency; and nothing is more unpleasant than stilted and artificial utterance from the lips of a child. What a teacher should aim at is, not to train elocutionists, but to guide to that thoughtful and natural propriety of enunciation, which a child will show more or less, if he understands what he is reading about. Unhappily many of our scholars, the half-timers particularly, never attain that amount of fluency and ease, which enables them to read intelligently, or to derive pleasure and profit from their reading.

2. Writing.

This subject, in its two branches of penmanship and spelling, may be pronounced upon the whole satisfactory. I

believe that spelling in particular has vastly improved under the Revised Code. Attention needs to be called, in some cases, to the fact, that neatness of handwriting is estimated as well as accuracy of spelling. The impression seems to have prevailed, that failures in "writing" arise only from defective spelling, which is not the case. Hence, sometimes, the dictation and copybooks exhibit slovenly and careless penmanship. I cannot but think it worthy of notice, also, that the upper standards be practised to enter their arithmetic on paper with well formed figures and neatly ruled lines. Care in these minor matters is found to go along with other and weightier good qualities. I am glad to say, that the wretched angular style of handwriting, which used to be affected in girls' schools, is now rarely to be seen.

3. Arithmetic. Here the largest number of failures continues to appear. Here also girls' schools show a marked inferiority to boys'. At the same time some of the old difficulties have been surmounted. Second standards no longer stumble over the task of taking down their sums from dictation, and third standards do not fail, as a rule, to express in figures, units, tens, hundreds, and thousands printed in words. A few of the best schools, as St. John's, Blackburn, Great Harwood, and Lancaster Central, show a creditable knowledge of higher arithmetic than is recognized by the Revised Code.

List of best schools. Here I subjoin a list* of the schools, which I should classify as the best in my district, for general attainments and character :—

†*All Saints, Preston* (boys).
Blackpool (mixed).
Brierfield.
Burnley National (boys).
Caton.
Chatburn.
Chorley Parochial (boys).
Clayton-le-Moors (boys and girls).
Cockerham.
Edenfield.
‡*Great Harwood* (boys).
Great Marsden.
Habergham, All Saints' (boys and girls).
Halton.
‡Haslingden.
Holcombe.
Holy Trinity, Blackburn.
Lancaster, National.
Longridge.
Newchurch.
Pilling.
Radcliffe Hall (boys).
Rawtenstall.
Rishton.
St. James', Heywood (boys).
St. James', Preston (boys).
St. John's, Blackburn (boys).
St. John's, Radcliffe.
St. Michael's on Wyre.
St. Paul's, Burnley.
St. Peter's, Bury.
St. Peter's, Preston (girls).
St. Peter's, Chorley.
St. Thomas', Blackburn (boys and girls).
St. Thomas', Lancaster (boys).
Walton-le-Dale.
Worsthorne.

* This list does not include infants' schools.
† The schools printed in italics passed well in extra subjects also.
‡ Great Harwood distinguished itself by an examination without any failures. At Haslingden the only failures out of 336 were two in the first standard.

Sometimes it is asked, how far the schools attended mainly or wholly by half-timers, will bear comparison with those whose scholars attend full time. It seems to me, without asserting that the former are, as a class, equal to the latter, that the difference is surprisingly small. The being at school all day or only half, is proved to be far less important than being taught by a good teacher, or by a moderate one. I have many half-time schools which are in every respect admirable. Moreover, the comparison is not quite fair, apart from the question of time. The children, who amidst a manufacturing population, are full-day scholars and do not work at the mills, have not only the advantage of double time at school, but probably that of higher social grade and superior home influences. Half-time and full-time scholars.

The same may be said of town and country intelligence. The difference in this, whatever it may be, bears no comparison with the difference which good teaching and management will evince. The schools at Pilling, St. Michael's-on-Wyre, Caton, Halton, Cockerham, and Chatburn, lying in secluded rural situations, and attended by the children of agricultural labourers, are equal to any. Town and country scholars.

The above remarks apply mainly to children examined individually. Of infants' schools, St. John's, Blackburn, still claims the first place, both for numbers and general excellence. Above 500 little children were present at the examination, who, besides solid knowledge, exhibited a variety of pleasing infantile accomplishments. Preston has many good infants' schools; St. Peter's stands first; St. Thomas', St. Paul's, and Holy Trinity also deserve special mention. Those also at Enfield, Christ Church, Blackburn, St. James', Heywood, and Habergham, All Saints', are admirable specimens of their class. Infants' schools.

In 1866, 55 evening schools were reported as examined. The number is now 98, with an average attendance of— Evening schools.

Males - - -	2,572
Females - - -	1,009
Total - - -	3,581

This increase, which is due in part to the accession of the Bury and Heywood district, has placed the examination of evening schools beyond my reach, except in a few instances. The examinations have been generally conducted by the managers, who appear to have followed your Lordships' regulations with strict care and integrity. The only point, upon which any misunderstanding has arisen, is the amount of print to be dictated to the third and higher standards.

Too short a quantity has sometimes been given to form any adequate test, or, in fact, to comply with the printed directions. The difficulty of bringing up evening scholars for examination still exists, though it seems in some measure diminishing. Young men and women are shy of being examined, especially if their attainments are small. Some also are deterred by being presented in standards inferior to their powers. Thus the anxiety to secure passes defeats its own aim.

Extra subjects.

Two years ago my predecessor expressed his satisfaction that geography and grammar were "not so conspicuous by "their absence as when he took charge of the district." I am glad to say that now, the schools are extremely few, where I have not examined the elder scholars in one extra subject or more. The commonest, and probably the most useful, where only one can be acquired, is geography. In this the smallest presentable attainment is England. Higher steps reach the British Isles, Europe, and the Colonies. Neatly drawn maps are sometimes shown. To this, many schools add grammar, which means, in its lowest stage, the knowledge of the parts of speech, and, with the more advanced, their relation, exhibited by parsing simple sentences. A few of the best schools present some knowledge of English history. I have indicated above * the schools which distinguished themselves in these branches of instruction.

Their usefulness.

The intelligent teaching of these subjects, and thoughtful religious instruction, are the natural relief from the mere routine of learning to read, write, and cypher, and form the best safeguard against the tendency to be mechanical in teaching or in learning. The time devoted thus, so far from retarding elementary progress, seems to aid it; for, almost without exception, the schools which acquit themselves best in extra subjects, do the same in elementary knowledge. The mental power so acquired more than compensates for the time employed.

Music.

Once or twice I have been asked to examine in music. The children, in these cases, besides singing in parts with fair expression, were able to answer rudimentary questions on musical signs and terms, and to perform simple exercises from notes. One school, Great Eccleston, obtained a grant, under the Minute of February 20, 1867, for musical knowledge. But regarding the district generally, I cannot but regret that the knowledge and practice of this art, is at so low an ebb in the schools, and among the working population.

---

* Page 220.

The contrary is the more to be desired, as in Lancashire so decided a natural love for music exists, and good voices appear unusually abundant.

As an "extra" accomplishment, I may here add, that military drill has been taught in some schools with pleasing and useful results. The best specimens are at Lancaster National, All Saints, and St. Paul's, Preston, and St. John's, Bury. In the last, the elder boys, dressed in uniform, led the march with a drum and fife band. Drill.

1. I do not think there is reason to be dissatisfied, generally, with the knowledge of the facts of sacred history. This branch of religious instruction is superior to Catechism, and Catechism, again, is very far in advance of Liturgy. I cannot but think that the last point demands more attention than it receives. It is only in a few of the best schools, that the children have any instruction in the Service Book, which will probably be the vehicle of their worship throughout life. The ignorance, or misapprehension, which in the north of England prevails, about the terms, history, and import of the Prayer Book, seems to me very remarkable amidst the general spread of knowledge, and the eagerness for religious knowledge in particular. Religious knowledge.

2. But probably there is graver reason to be dissatisfied with the manner, than with the matter, of religious instruction. Too often the examiner finds the children's minds almost blank of anything beyond mere facts of history, or formulas of doctrine. Sound principles for the regulation of daily life, and the great ideas of duty and responsibility, are not sufficiently grafted upon Scriptural facts and examples. Its superficiality.

3. Another point with which the religious tone of Lancashire impresses me, is a singular want of external decorum in sacred things; and in our schools, I fear, the distinction between sacred and secular instruction is not satisfactorily maintained. Both would seem to be, too often, the mere communication of so much knowledge. In many cases, religious instruction is given to the younger children mainly, if not altogether, by pupil-teachers, who require in this respect very careful supervision. It is no uncommon thing to hear the most sacred names, and topics, shouted by a young teacher before a class of little children, without any approach to propriety of manner, or reverence. To have the first ideas of religion so implanted is, perhaps, hardly better than to have none. Irreverence.

4. I have often been asked by managers and teachers to suggest, what amount of religious knowledge would be Amount of religious knowledge.

deemed sufficient. In these cases, I have given a scheme.* In others, I have examined the children according to the plan adopted by the managers; only complaining when there was no definite plan, and "a general knowledge of the Bible" proposed for examination.

Conscience clause.

5. Throughout this district, the principle of the conscience clause has been voluntarily adopted. I know of no case, where particular religious teaching is forced upon children, against the conviction and will of their parents. And I add my congratulations to the clergy, and managers, for a wise toleration and liberality, which would not, I believe, have been exercised by any other religious body. Their course has been attended by perfect success. Very rarely, now that there is no grievance, is any complaint made. If a parent does make a reasonable objection, the child is not subjected to the obnoxious teaching, but is set to some other task. Regarding only the interests of the Church, my conviction is, that nothing could be better than the adoption of the same course throughout the country. Churchmen cannot be made by force; and to be taught one thing at school and another at home, and to be directed, as I have known children, to listen with suspicion and distrust to the instruction of the master and the clergyman, must both be disastrous to their own religious training, and serve to raise bitter and efficient opponents to the Church.

Manners.

It cannot be denied, that the sterling qualities of the Lancashire character, straightforwardness, sound common

* The scheme I have given is this :—

——	Old Testament.	New Testament.	Catechism.	Liturgy.
Group I. -	Creation, Fall, Deluge.	Birth and Early Life of Christ.	Creed and Commandments.	——
Group II. -	Patriarchs, Exodus.	Baptism, Temptation, Death, Resurrection, and Ascension of Christ. Four Parables and four Miracles.	To the end of the "Desire."	——
Group III. -	Joshua, Judges, Samuel, Some prophesies of Christ.	Life of Christ [with some chosen portions minutely] Acts 1. and 2. at least.	The whole -	Outlines of the Morning Service.

sense, and truthfulness, are accompanied by a certain amount of external roughness, want of courtesy, and absence of the conventionalities of social life. Our teachers are too apt to fall in with the general tone, instead of resisting it. The excellent characteristics I have mentioned, would not be impaired, but be made more attractive, by better manners.

Discipline.

In making these remarks, I am not complaining of discipline, or school organization; on the contrary, these important points seem on the whole admirable, as indeed, without them, large schools, such as prevail here, must be absolute failures.

Pupil-teachers.

Owing to the re-arrangement of the district, I cannot justly compare the present number of pupil-teachers,* (which is 300) with the number two years ago. The difficulty of obtaining candidates still prevails, but seems in some degree lessened. A boy or girl of 13, working at the mill, will earn 10*s.* or 11*s.* a week; but, if apprenticed at a school, will receive for the first year 10*l.*, or less than 4*s.* a week. This great disproportion, which forms the main discouragement to candidates, is not altogether a necessity. The resources of schools, in manufacturing districts, are in pretty just proportion to those of other branches of industry. Where there are mills to pay well, there are schools able to pay well. It always appears to me extremely unreasonable, to offer pupil-teachers 10*l.* and to complain that none are to be had, while the principal teacher is receiving from 150*l.* to 250*l.* Your Lordships have ceased to interfere directly with the payment of pupil-teachers, leaving it in the hands of managers, according to their means, and the rate of wages in the locality. Managers do not sufficiently consider, that if wages in these parts are high, so are school funds. A judicious distribution would go far to meet the pupil-teacher difficulty.

Management left to teachers.

But the truth is, that in some portions of the district, the managers are only a name; everything, even the choice, engagement, and payment of the under teachers, is in the hands of the master or mistress. At one place the teacher told me, that the children's work had never been examined, or a question asked them, except by herself during the year; in another, that no lady or gentleman had been inside the school since the last inspection. It would be easy to report at length on the general inferiority of these cases; for even where knowledge is fair in amount, it bears the impress of being made to order, with its money value alone in view; while the general tone is more unsatisfactory still. But I am regarding this system, at present, only as it affects

* The number of certificated teachers is 228, and of assistant teachers, 52.

How it affects pupil-teachers.

pupil-teachers. Preston and Blackburn may serve as illustrations. Both are large manufacturing towns, lying only 10 miles apart, with the same class of population and character of schools. In Blackburn, the management is a reality; and remarkable interest and activity are manifested by the principal laymen, and employers of labour, as well as the clergy, in the cause of popular education. In Preston, the system seems to have established itself, of virtually leaving the school and all its concerns in the hands of the teacher.

In Preston, the average attendance in church day schools is 4,671, the number of assistant teachers 8, and of pupil-teachers 58. In Blackburn, the average attendance is 3,252, assistant teachers 8, and pupil-teachers 48. Reckoning then one assistant as equivalent to two pupil-teachers, teaching power in Blackburn is 24 per cent. stronger than in Preston. This is one result of the difference of management; another is, that at Blackburn the per-centage of passes is 90·4, at Preston 83·1.

Teaching power in half-time schools.

I do not hesitate to say, that the minimum permissible rate of under-teachers is insufficient to make a first rate school, where most of the scholars are half-timers. The energies are strained equally all through the day; the afternoon being as valuable as the morning, and the repetition of it. And there is no necessity, in such cases, to stint the teaching power, if the funds, which are generally ample, be properly applied.

Attainments of pupil-teachers.

Collective examinations of pupil-teachers have been held at these centres:—Preston, Blackburn, Chorley, Burnley, Haslingden, Clitheroe, Kirkham, Lancaster, and Bury. Of the work of many, I can speak with entire satisfaction. Twelve from this district were placed in the first class at the Christmas examination, 1867, and John Nickal of St. Thomas, Lancaster, won for himself and* his school the honour of the first place. But all the good pupil-teachers seem to come, year after year, from certain schools, and the rest fall so far behind, as to mark a decided reason for the difference. Males again, as a whole, are superior to the females; partly in extent of knowledge, but especially in method. Out of the 12 in the first class, 10 are males, and 2 females; while out of 16 in the second class, 4 are males and 12 females.

The following schools have presented well prepared pupil-teachers:—

---

* John Foster, again from the same school, appears first, Christmas 1868.

St. Thomas', Lancaster (boys).
St. James', Accrington.
St. Peter's, Blackburn (boys).
St. Thomas', Preston (infants).
Holy Trinity, Preston (infants).
Christ Church, Preston (girls).
Walton-le-Dale.
Longridge.
Haslingden.
Great Harwood (boys).
Enfield.
Clayton-le-Moors (boys).
All Saints', Elton (boys).
St. John's, Blackburn.
St. Peter's, Preston (girls and infants).

Supervision of pupil-teachers.

It would be well, if managers would periodically ascertain, that the pupil-teachers are receiving a proper amount of instruction, and at a fit time, that their exercise-books indicate care and method, and that their general progress is satisfactory. To specify one point, composition ought to receive more attention. Many young people convey a false or imperfect idea of their powers, by slovenly expression on paper. The time, moreover, allowed at the examination is necessarily limited, and the subjects many; and it is no unimportant acquirement, to be able to write readily and concisely, as well as correctly. A common fault is, to give long and wordy answers to the religious questions, the rest being left brief and meagre.*

Importance of the subject.

Whatever concerns pupil-teachers affects the whole question of popular education. From this class, mainly, our future supply of masters and mistresses is to be drawn. And considering that candidates, less eligible than formerly, are now accepted, and that they spring from a somewhat lower social grade, it is evident that their instruction and training

* The scheme which I have drawn up for the religious instruction of pupil-teachers is this :—

——	Old Testament.	New Testament.	Catechism and Liturgy.
First year -	The Pentateuch -	Leading facts of the Life of Christ.	Baptismal Covenant, Creed, and Commandments.
Second year -	Joshua, Judges, Ruth, Samuel.	The most prominent characters and places in the Gospels.	The same.
			The Order and Divisions of the Morning Service.
Third year -	Rest of the Historical Books.	The Gospels more minutely.	The Sacraments, Articles i. — xii. (with scripture proofs).
Fourth year -	Psalms and Major Prophets.	Acts - -	Terms used in Prayer Book, Articles xiii.—xxiv.
Fifth year -	Minor Prophets -	Epistles - -	History of Prayer Book, Articles xxv.—xxxix.

are matters of weightier importance than ever, if the permanence and efficiency of our educational system is to be maintained.

I beg leave, in the last place, to call your Lordships' notice to one or two points, in which the working of the half-time seems unsatisfactory.

Delay of education.

1. It is a very common practice, for parents in manufacturing districts, altogether to neglect the education of their children until they commence work, *i.e.*, until they are eight years old at least. The idea is, that then, when they are compelled to go to school, they will get schooling enough. It results, that if a child does not happen to get work at a factory, he has no education at all; if he does, his whole time is taken up in mastering rudiments, which ought to have been acquired long before; and he never probably acquires enough to be of real service. The first Standard, in factory schools, is constantly filled with great boys and girls, whose work and schooling recently commenced together. Thus, a sort of encouragement is indirectly and undesignedly given to parental negligence; for probably many of these children, but for the prospect of future enforced education, would have been sent to school in earlier years. I should be glad to see an extension of the half-time Act to meet this common evil. It would not, I think, be more unreasonable to require a child, before commencing daily work, to show he has received some education, than it is to enforce education along with his work. The requirement might be, either a certain standard of knowledge, or a certain period of attendance. An indirect compulsion like this would go far, in manufacturing districts, to solve the question of compulsory education. Parents, who are too ignorant, or too improvident, to care for their children's moral and intellectual culture, are sufficiently alive to the value of the wages they earn, and would readily comply with the conditions upon which they might be sent to the mill. It is of course true, that all children in these parts are not, and cannot be, employed at the factories. But all the parents, who require compulsion, are hoping that they may be so employed, and would provide for the contingency. Meanwhile, it would be something, if employers, when taking on fresh half-timers, would give the preference to those whose education had been cared for, which it would be their own interest to do.

Compulsory education.

School and work short together.

2. Another point which I venture to mention is this:—When the mills are running short time, as the phrase is, *i.e.*, not working all the days of the week, a common custom is for the children to attend school only on those days on which they work. They ought to be required, so long as

they are receiving wages and paying school fees, to be at school daily for the same time at least, as if they were working every day. A better rule would be, that they should attend both morning and afternoon of the days on which the mill stops. The managers and teachers would, I have reason to believe, gladly receive such scholars without additional weekly payment.

Work before legal age.

3. I am told that it is a frequent practice, for children to offer themselves, and to pass, for half-timers before 8 years old, and for full-timers before 13. Many are even brought up in the belief that they are a year or two older than is the fact. Something more reliable seems required than the mere dictum of a medical man, who has only appearances to guide him. It may be true, that one child at 11 is physically fitter for full work than another at 13. It is not a question of mere physical fitness ; and no child of 11 can spare two years of his school time. A copy of the register of birth, which might be made procurable for this purpose for a small fee, would prevent misrepresentation.

I conclude by expressing my deep sense of the prompt and courteous consideration, with which my remarks and suggestions have been received by managers and teachers, as well as of the kindness and hospitality which have been accorded to myself personally.

I have the honour to be, &c.

GEORGE STEELE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. D. J. STEWART, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CAMBRIDGE, BEDFORD, *and* HUNTINGDON.

MY LORDS, Cambridge, January 1869.

IN the last report which I had the honour of submitting to your Lordships I was unable to give a very satisfactory account of the state of instruction in the aided schools at that time under my inspection, and I suggested that the general decline in the efficiency of these schools might be traced to an increasing tendency to employ inferior, that is, untrained masters or mistresses, to reductions in the staff of each school, and to the substitution of monitors for pupil-teachers.

Schools are not as efficient as they used to be.

I regret to say that two more years' experience in the same district has not produced any modification of this opinion. The same causes are producing like results, and they seem to be in a great measure the natural consequences of a tendency to speculate in public grants which it is difficult for either managers or teachers to avoid.

The difficulty or perhaps the impossibility of increasing the local subscriptions to schools to a sufficient extent, compels an economy of management which very often seriously interferes with their efficiency, and as the greater part of the grants offered by the State is now dependent on the results of an individual examination, the attention of managers and teachers has become so closely concentrated on what may be called the commercial section of each school that the remainder suffers a partial neglect.

This neglect in time affects the whole school, and naturally lowers the general standard of instruction maintained in it.

If economy is secured by carrying on schools with a deficient staff of teachers, it is not difficult to foresee the result.

I will now, with your Lordships' permission, point out as briefly as possible the facts from which these general conclusions are drawn.

The loss of pupil-teachers.

Very little change has taken place in the actual number of aided schools in my district, but it may be calculated that the number of pupil-teachers employed in them is about 50 less than it was in 1860. Those who are now at work are chiefly girls, for two reasons: in the first place girls are more easily hired than boys, and in the second place several schools which used to be taught by masters are now placed under mistresses

because the wages paid to well trained schoolmistresses are much lower than those required by men.

Such a reduction as this in the working staff of schools in agricultural parishes tells with peculiar severity; because the work to be done requires for special reasons the services of teachers of a superior order. I am well aware of the common notion that village schools require a less ambitious staff of teachers than town schools, but I believe such an opinion to be wrong in theory and pernicious in practice.

There is a great difference between the children who see nothing but the unexciting routine of common agricultural employment and those who come under the influence of that intellectual friction which is produced by the activity and bustle of manufacturing enterprise. The boys and girls who grow up in the retirement of country villages think, just as they act, with a deliberation and slowness which are often mistaken for natural incapacity. They are no doubt to some extent intellectually dwarfed by the circumstances peculiar to their social position, and it is only a skilful teacher and a well organized plan of instruction which deals successfully with pupils whose faculties are partly dormant and whose minds, with few interests and few sympathies, seem to be closed against all external influences.

The loss of the services of a body of well trained pupil-teachers was the greatest check which could be given to schools attended by children of this class. It may be true that the average attendance at many of the schools in agricultural parishes is not very large; but the staff of teachers which every school requires, if its efficiency is cared for, depends on the number of classes into which the scholars must be grouped, and not on the number of children in each class.

It is hardly possible to organize a school in less than four classes, and unless good organization exists it is vain to expect good discipline or sound instruction.

The monitorial system of very little value.

Attempts have been made to carry on by the agency of monitors the schemes of instruction previously worked out by means of the pupil-teacher system; but the monitors break down in that particular point which makes pupil-teachers so important in school organization. They have not the training or technical skill on which every teacher's power depends, and it is not possible to give it to them; because the wages they get are not sufficient to induce them to adopt teaching as a permanent occupation. As monitors are merely children who consent to act as teachers till they can find some more remunerative employment they cannot be expected to take much interest in their work. It would in fact be almost a waste of time if the master or mistress of a

school were to attempt to train them as teachers, because they inevitably throw up their situations long before the fruits of such training can be looked for. Monitors are really fit for no duties in a school-room except those purely mechanical ones which require very little judgment and a still less amount of information.

It follows as a matter of course that if monitors are allowed to occupy the position of pupil-teachers, the fundamental rules of good school keeping must be to some extent set aside.

Lessons in Holy Scripture are given to a whole school, for example, although the objections to those so-called collective lessons are all but self-evident. The subject of the lesson must in such cases be treated too superficially to be adapted to the attainments of the highest class and not simply enough to suit the age of the children in the lowest.

From the same cause it is now not uncommon to find schools organized in three classes, and the mistress attempting to conduct the lessons in two classes at once, while the third is left to itself writing passages from printed books, or working mechanical examples in arithmetic from some of the manuals of "standard arithmetic" which are in use.

Children are not thoroughly instructed.

It is hardly necessary to point out the universal result of all these expedients. It is not possible to give thorough instruction to each class in a school under such circumstances. The class or division directly under the observation of the mistress has the benefit of good teaching; but the necessity of having one class constantly deprived of efficient superintendence interferes with the discipline and lowers the standard of instruction throughout the school.

In the large schools which I see, these defects are more striking because so many more children suffer from them. Entire divisions are left almost entirely to monitors or without responsible teachers.

In the early part of 1868 I visited a large school for boys which had on its registers the names of 243 children. There were eight classes under a master and an assistant master and two monitors. The head master confined his attention to the first and the second classes, the assistant undertook the third and fourth, and the rest of the school, which, when I was present, amounted to 108 boys, was left in charge of two monitors, one of them being a boy who was unable to write down from dictation a sum in simple addition. Only 6·8 per cent. of the boys whose names stood on the register were sufficiently advanced to be able to attempt sums in the compound rules, and only 4·4 per cent. were presented for examination in the fourth and fifth standards.

The youngest class in nearly all schools is generally much

the largest, yet in this case it was handed over to the least competent member of the school staff.

I have inspected for some years a school which in 1868 had the names of 298 infants on its registers.

It was then organized in ten classes or five divisions, under a mistress, an assistant, two pupil-teachers and a monitor. Even with this staff 58 children are left to the management of a monitor. The mistress makes herself responsible for the instruction of the 1st division of 54 children, the assistant for that of the 2nd division of 56. One pupil-teacher has charge of 76 children and the other of 54. The mistress finds that about once a month she can examine the 3rd and 4th divisions; but that she cannot attempt to look at the 58 children under the monitor because there is no subordinate whom she can intrust with her own classes while she is so engaged.

There is, in connexion with this school, one for 242 boys, under a master, an assistant, and one pupil-teacher, which puts in a still clearer light the extent of the evil to which I beg to call attention. In this case the master, with the help of a monitor, has to carry on the work of four classes, that is to say, of about 80 boys, and the rest of the school is managed by the assistant, the pupil-teacher, and occasional monitors.

As the average attendance at most of the aided schools in this district can hardly be expected to reach that point at which an apprentice is officially required by the Revised Code, it is not uncommon to find nearly all the children who are to be presented for examination according to the standards of the Code brought into two classes which are undertaken specially by the mistress. All the children who can be presented without examination, and those whom the managers for various reasons do not care to present in the examination schedule, are left to get on as well as they can under a monitor, either as two groups of a third class, or, if their number is great enough, as two distinct classes.

If we consider the amount of work which may really be well done in a properly organized school of four classes, the radical defect in all these devices will be clearly established. The time table of such a school ought as a general rule to be so drawn up that the principal teacher may be able to give an equal number of lessons to each class, and to see and regulate what is done by competent assistants. Between the hours of 9 and 12, 18 lessons ought to be given to the children in their classes, and there is time for 16 more between 2 o'clock and 20 minutes past 4, except in those cases where the afternoon is entirely occupied with needlework: but such a scheme of instruction cannot be carried

out thoroughly where monitors are the only assistants on whose services a teacher can reckon, because there are very few class lessons which such young untrained teachers are capable of giving.

Time tables consequently have to be altered; classes must be thrown into divisions, and "silent lessons," as they are called, must supersede too frequently more valuable forms of instruction in order that the teacher may be more at liberty to take under her immediate charge what is thought to be the most important part of a school.

It is hardly necessary to add, that under such circumstances the youngest and poorest children in each school are invariably those who pay the penalty for its defective staff.

The additional strain which is thus thrown on schoolmasters and schoolmistresses is an extremely severe one, and many have exerted themselves to maintain the efficiency of their schools with an amount of self-denial which deserves the highest praise; but, in spite of all that has been done, it must be admitted that there is a general decline in the thoroughness or efficiency of the elementary education given to the poor.

Good reading is becoming very rare.

The subjects of instruction which suffer most are, as might be expected, those which require the greatest amount of skill and judgment on the part of a teacher. The most important of all the secular subjects taught in an elementary school is perhaps reading; but I am inclined to think that at the present time good reading is the rarest accomplishment to be met with. On account of the expense it is seldom that classes are provided with a plentiful supply of good books about things in which children take interest. The same book is read over and over again, and children get wearied by the repetition of dry uninviting lessons.

It often happens, I am afraid, that the children who are to be presented in the first standard are prepared for their annual examination by working through some uninteresting class book under a monitor. These lessons are obviously little more than a mechanical routine, and children who have a tolerable memory commit the contents of pages to memory. I have heard children give the sense of paragraphs without reading one sentence correctly, that is, they transposed clauses and re-arranged phrases so as to prove that they were really not reading at all, but giving a paraphrase from memory. The best methods of teaching children to read are very much laid aside, because they cannot be adopted by teachers who are entirely untrained, and the consequence is that children pick up false emphasis, introduce false stops, and disregard correct articulation.

Very much the same remarks may be applied to the instruction given in arithmetic.

Uninteresting routine takes the place of good teaching.

Mechanical expedients for giving classes something to do take the place of the intelligent teaching which a skilful schoolmistress would give, if she could, and a good deal of the peculiar value of arithmetic as a mental discipline is in consequence lost. There is no doubt a mental training of some value gained by children in learning the mere rules of arithmetic; but the higher discipline which lies in the application of these rules of operation is unknown to them. Children learn to perform technical processes by means of rules given to them; but the use of what they learn can be rarely sufficiently pointed out and systematically illustrated.

As there is always some danger in trusting to general impressions respecting such special subjects, I have endeavoured to correct this liability to error by comparing, subject by subject, the state of the instruction given in the same school at intervals of eight or ten years. I have occasionally used the same reading books, proposed again the same arithmetical questions, and selected the same passage for an exercise in dictation. It is of course impossible to extend this kind of test to all the schools in a district; but so far as it has been applied the result confirms entirely the general conclusions respecting the evils of attempting to carry on a school with a deficient staff of teachers, which I have taken the liberty of submitting to your Lordships' consideration. It may be of use to give the details of one or two of these experiments.

In 1859 I was sent to a village where straw-plaiting is almost the only employment of the poor, in order to inspect a school under the charge of a schoolmistress and two apprentices. The mistress possessed great natural fitness for the duties she had to perform, and had derived great advantages from very careful training. The names of 123 children were on the school registers, and I found 91 present, in six well graduated classes. The children read with unusual spirit and correctness of intonation, and 23 in the first class could, with four exceptions, give generally correct answers to questions concerning interest and reduction of money. The abstracts of portions of Holy Scripture which the first division had studied with the mistress were very creditable examples of composition, and the geography of some parts of England was fairly known. A few of the children knew a little about English grammar. The school was remarkable for its admirable discipline, the general honesty and accuracy with

which the children did their work, and the age of some of the children. There were four girls in the first class, daughters of ordinary labourers, whose ages varied between 16 and 18.

In 1868 this school was in charge of a mistress who had obtained a certificate without residence in a training school, and a monitor had taken the place of the two apprentices. There were only 33 children present, only seven in the first class, and only two of these capable of attempting a sum in compound addition. The power and prestige of the old school had not been lost and forgotten by the villagers, for the most regular child in the present school was the son of a girl whom I had seen in its first class nine years ago; but there could be no doubt about the general deterioration produced by an inferior style of teacher, and a reduced staff.

A few miles distant from this school there is another in a much larger parish, whose history is almost a repetition of that which I have just mentioned. In 1858 there were 205 children present under a master, mistress, and pupil-teachers; but in 1868 there were only 121 present under a master and monitors. The general attainments of the children had declined in proportion to the reduction made in the staff of teachers.

Upon the whole it seems to be very rarely possible to apply now the identical tests which might be fairly used in good schools some years back, and even where it can be done the result is not satisfactory.

For example, in 1862 the first class of a school of boys had the following sums proposed to those present at the inspection. "Find the discount on 1,336*l.* 11*s.* 3*d.* due at the "end of $3\frac{1}{2}$ years at 5 per cent. Simplify the following "expression $\frac{3\frac{3}{7} \text{ of } 2\frac{1}{12}}{\frac{1}{33} \text{ of } 8\frac{9}{14}}$." Three out of every five boys gave the correct answer to the first sum, and two out of every five that of the second: but in 1868 not one boy in twenty-one could give a correct answer. The same master carries on this school and there is no remarkable change in the average age of the school children, but a slight reduction has been made in the staff, and there is greater difficulty in finding candidates for apprentices.

To show how sensitive schools are to the technical skill of those who conduct them, I have placed in order the following extracts from the official returns of three schools in agricultural parishes with nearly equal population.

—	Population of each Parish.	Number of Children whose Names are on the Register of each School.	Per-Centage of Population represented by the Average Attendance.	Annual Expenditure.
				£ s. d.
I	486	98	13·3 per cent.	99 18 2
II	465	97	11·8 „	85 8 11½
III	484	57	6·4 „	49 5 8½

The first school is under the direction of a trained master, one pupil-teacher, and one monitor who is to become an apprentice in time. The second is conducted by a trained master and a regularly hired monitor, and the third is carried on by a mistress who has been an apprentice and holds a provisional certificate.

These few facts may be drawn from too limited an area, and from schools of too special a class to entitle them to much authority; but it will be at any rate admitted that their general tendency is to show that a gradual decline in the state of instruction in the elementary day schools under inspection is taking place in consequence of reductions in the number and quality of the staff of teachers employed in schools.

That this reduction is made from motives of economy is universally admitted.

The probable consequences of allowing teachers to farm grants of public money.

There is yet another point connected with the management of schools which appears to me to require notice; the practice, namely, of throwing on teachers a share of the pecuniary responsibility which each school may be said to represent.

It is not unfrequent at the present time to guarantee rather low salaries to masters and mistresses, and to make the rest of their incomes depend on what they can earn by means of children's pence and the grants conditionally due from public sources. Such an arrangement of necessity leads to a kind of speculation which may in certain circumstances be extremely profitable; but there is, on the other hand, very considerable danger that public interests will be set aside in favour of private ones.

If teachers, from choice or from necessity, are led to give undue importance to the purely commercial aspect of a school, a strong temptation will be created to keep down its expenses and to get rid of those pupils who pay badly, that is to say, to avoid as far as possible the employment of pupil-teachers and the admission of very poor children.

If, for example, the only fixed payment which a master can

depend on from his employers is 20*l.* and the rest of his income consists of the children's pence and the Government grants, it is quite clear that his means of supporting his family may be so fluctuating as to give very just cause for anxiety. It is not likely that many men will work long under this kind of mental tension without losing all spirit for the most important part of their duty. It is true, no doubt, that the income of every man of business is a fluctuating one, but then, as a rule, so much of it is practically fixed that no fears need arise respecting his every day expenses. In the schoolmaster's case uncertainty attaches to so large a proportion of his income that there is no parallel to be drawn between the two cases.

If a teacher becomes as it were a large shareholder in a school it will be at once an important object with him to keep down the teaching staff as low as he possibly can, and he will have the same inducements to get rid of poor or backward children, because they are the most troublesome to teach and the most uncertain under examination.

It cannot be denied that this kind of temptation must be extremely powerful in certain cases.

I have visited a parish in the Fens for some years which contains a population of 958 souls scattered over about 5,500 acres. It has not a cross road in a length of nearly ten miles, but its boundary roads communicate with droves which in winter are scarcely passable. The children who attend the school have long distances to walk daily along the edges of the circuitous dykes. Some live as much as three miles from the school, and many a mile and a half.

They can attend school only when the weather is favourable, and the average duration of school life in respect of the children in attendance up to March 31, 1868, was only 1·5 years. The school was visited in the month of April, and out of 54 children presented for examination, 25 were brought up for the day from the Fen and their work paid for.

Most of the children whose names were on the registers of the 1st and 2nd classes had been for weeks at work on the farms.

In another large Fen parish, out of 31 children presented for examination according to the standards of the Revised Code, 16 were brought together from their work and their wages for the day paid by the vicar of the parish. Ten of these children had been more than five weeks at work, and the homes of 17 children who were present were said to be three miles distant. The children attended about 4·1 days per week when they could make their way to school at all; but

the registers were not complete enough to give that still more important item, the average duration of their school life.

Now the effect of a sudden transition from manual to intellectual work is obvious enough. Children who are brought up from farm work in the Fens to an examination which is chiefly carried on by means of pen, ink, and paper, are almost certain to break down.

Their failure probably surprises no person who is practically acquainted with school keeping; but of course the grant conditionally due on their examination is lost, and if the school teacher has any pecuniary interest in it he can scarcely avoid looking on them as an unprofitable class of pupils whom it is hardly worth while on mere commercial grounds to prepare for any special examination. If the urgent claims of a family are pressing year by year with growing strength, his policy will be to collect round him pupils who are socially above the poor, who can pay higher school fees, attend with greater regularity, and get through their work with less trouble to him and with less risk of failure when presented for examination.

It must be difficult to determine the extent to which considerations like these influence the management of schools; but it has certainly struck me when comparing schools from year to year that their upper classes contain fewer children from poor homes than they used to do. It is but fair to remember that the rates of wages which farm labourers work for and the high price of food encourage to an immense extent the employment of children of very tender ages, but I cannot help fearing that other causes may be also in operation.

Out of 35 children who composed the first and the second class of a school in this district, the only one who came from a really poor home was an orphan whose school fees were paid by her grandmother.

In another school, where the first and second class had together 57 children present, there were but two of the number whose parents were, strictly speaking, poor. In a third school, out of 93 children only 59 came from the homes of poor labouring men; and in a fourth there was only one child of this rank in life in the first class, the daughter of an under gardener in the service of one of the best supporters of the school.

Two years ago the first class of a school which I visited had scarcely a boy present who was not the son of some small farmer or shopkeeper, who could afford to pay a quarterly school fee somewhat higher than the rate charged to scholars generally.

There may be other explanations of these facts than those which I have suggested, and I may have overrated the dangers which are likely to grow out of this kind of school farming; but the subject is so important that it can hardly be wrong to bring it forward.

I have the honour to be, &c.

D. J. STEWART.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the year* 1868, *by Her Majesty's Inspector, the* REV. W. F. TREGARTHEN, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him, in the Counties of* DORSET *and* SOMERSET.

MY LORDS,

I HAVE the honour to lay before you my General Report for the year ending 31 August 1868.

District. The district assigned to me in 1866 included the whole of the county of Dorset, and that portion of Somerset enclosed by the census districts of Yeovil, Langport, Chard, Taunton, and Wellington.

Changes in it. No material change has been made in the extent of the district during the last two years, except that, for convenience its boundaries in 1867 were made to exactly coincide with the census districts. By this slight change, five annual grant schools in Dorset were taken off my list, and one in Somerset, and two in Devonshire placed on.

Character of the district. The district although chiefly agricultural, is not so altogether. At Yeovil, Chard, Sherborne, and Cerne the "gloving trade" gives remunerative employment to large numbers of women and children, and in the cottages round about Dorchester, Bridport, and Beaminster, "braiding nets" is extensively carried on.

Small parishes abound. It is a district of small parishes, widely scattered, and joined together very often by indifferent roads, so that much time is necessarily spent in driving from one place to another. Dorsetshire, with an area in statute acres of 615,783, and a population numbering 182,193, has 287 parishes, and the portion of Somerset, with which I am concerned, covering an area of 302,790 acres, and numbering in population 130,370, includes 156 parishes.

Relative size of parishes in which schools are aided and unaided. I have endeavoured to show in the following tables, in the case of 283 parishes in Dorset, and 156 in Somerset, the relative size of the different parishes in which there are aided and unaided schools.

	Population under 100.	Population above 200.	Population above 300.	Population above 400.	Population above 500.	Population above 600.	Population above 700.	Population above 800.	Population above 900.	Population above 1,000.	Population above 1,500.	Population above 2,000.	Population above 2,500.	Population above 3,000.	Total.
Dorsetshire, 287 Parishes:—*															
Number of parishes with unaided schools or no schools.	39	44	25	15	20	11	9	4	1	1	7	3	—	—	179
Number of aided parishes -	—	4	12	10	12	10	1	10	6	3	15	4	6	11	104
Portion of Somersetshire:— Census districts of Sherborne, Wellington, Taunton, Langport, Chard, and Yeovil, —156 parishes.															
Number of unaided parishes	16	26	11	15	17	6	6	3	1	1	8	1	—	—	111
Number of aided parishes -	—	1	1	4	3	4	2	2	3	2	5	7	2	9	45

Analysis of the above Table:—

Number of parishes with population under 500 - - - - { Dorset 181 - { 38 aided. 143 unaided. Somerset 94 { 9 aided. 85 unaided.

Number of parishes with population above 500, and under 1,000 - - { Dorset 56 - { 30 aided. 26 unaided. Somerset 30 - { 13 aided, 17 unaided.

Number of parishes with population above 1,000 - - - - { Dorset 46 - { 36 aided. 10 unaided. Somerset 32 - { 23 aided. 9 unaided.

Remarks and inferences from the above table.

From the above Tables it will be observed that the number of parishes in Dorset with a population less than 500 is 181, in Somerset 94, making altogether 275 small parishes; and that of these only 47, or 20·7 per cent. employ certificated teachers and receive grants towards the support of schools from the State; whereas in the remaining 164 parishes with populations above 500, 102 or 62·1 per cent. employ such trained teachers. Only in 62 comparatively large parishes, are the conditions upon which the grant is paid, at present, unfulfilled.

Case of small parishes more fully considered.

Now although I am strongly of opinion that the accusation, so often brought against your Lordships' present system of distribution of the Public Grant, of being unelastic and incapable of being stretched wide enough to embrace the greater number of parishes, is much exaggerated,

* Return refers to 283 only.

and that other and more powerful causes—want of interest and zeal, and enterprise on the part of managers—have most to do with the exclusion of the greater number of schools from the assistance of the State, still, it would appear, that there are nevertheless, a great number of small parishes, in districts such as this, which will never be able to afford the expense of a trained teacher, and which, even if they could, are not in a position to provide a school large enough, for the proper exercise of such teacher's skill and energy. The question is often asked, whether it is not possible to extend State aid in some way to schools of this description. It seems hard that, because they are small, they shall not be recognized at all, or helped in any way, to become as efficient as possible, under the circumstances. The Rev. Charles Bingham, a diocesan inspector in Dorset, puts the case, with reference to his own small parish, in a very plain and telling way.

"Here is my own school, for instance," he writes to me, "with a brick floor (much better and drier than they have in their homes, but still brick) and an uncertificated teacher. Well; I ask you to come and inspect it; and if you find the mistress competent and the school tolerably satisfactory, why should you not give her a licence to teach and to earn a certain amount of grant? Thus we should not be left altogether in the cold. You would help us, and tell us where and how to improve, and we should not sit down in despair, as I now do, of being able to get any better."

Miss Burdett Coutts' scheme unattractive.

The scheme known as Miss Burdett Coutts' was designed, I am aware, to meet the requirements of such cases; but as a matter of fact, it has not attracted schools in this district, and not one group has been formed in conformity with its special provisions.

Suggestion for improving small schools, and extending to them some measure of State assistance.

Whilst admitting that the State has a right to demand a sufficient proof of a teacher's moral and intellectual qualifications for his office, and whilst strongly maintaining that the certificate is a *bonâ fide* guarantee of a teacher's power, intelligence, and skill, I cannot at the same time help feeling that if some such plan as that which I venture to sketch out, and which has been suggested to me, with slight modifications by more than one person deeply interested in the question, were adopted, the value of the present certificate would not be lessened, but a strong impulse would be given towards making a large number of the small schools in the district more thriving, and generally efficient. I would venture to suggest that power might be given to Her Majesty's Inspectors to hold examinations of masters and mistresses of small schools, (say, where the population is under 400), either at some central place, or at their own schools; and supposing them to be found fairly well qualified

for the teacher's office, to grant a "*provisional certificate*," similar in form to that issued by the Poor Law Board to masters and mistresses of Union Workhouse schools. The certificate should be given, on the understanding that, it held good only so long as they continued to be employed in the same school. The possession of such a certificate by the teacher should entitle the school to the grant of 8*s*. per scholar payable on examination; but the 4*s*. payable on average attendance should remain conditional, as now, upon the employment of a regular certified teacher. In the examination, special attention might be paid to the candidates' natural aptitude for the work, as shown by past success in the school, and more than the usual number of marks might be given for skill in imparting information to little children. I know two or three teachers who would satisfy this test, and stand a good chance of having their names enrolled on the register, but who would altogether break down in a "paper examination." As, now, no school should be considered eligible for a grant, unless the room were shown to be large enough for the comfortable, and healthy accommodation of the scholars, and sufficiently provided with proper furniture, books, and apparatus; there can be no doubt that, the additional grant and independent inspection, would prove of great assistance in helping such schools to become thoroughly efficient. The increased labour consequent upon the addition of so many small schools to the annual grant list, might be met by the employment of an inspector's assistant, who would also relieve the inspector of much of the routine work, which now takes up so much of his time in every school.

Remarks on other unaided cases in parishes where the population exceeds 400.

As far as I can gather, in the case of those other parishes with unaided schools, where the population exceeds 400, there is no absolute necessity for relaxing the present rules and regulations, in order to admit them to the benefits of inspection and annual grants. Without any alarming increase of expenditure on the part of managers, the greater number of such parishes might to-morrow, if it so pleased the local authorities, put themselves in a position to meet your Lordships' requirements. After the most careful inquiry I have failed to discover wherein such places are worse off than their neighbours. Those places where certificated teachers are engaged, and a larger outlay incurred for education, are not peculiarly blessed with wealth and resident gentry.

Relative size and efficiency of aided and unaided schools.

With a view of obtaining some reliable information as to the relative size and efficiency, of unaided as compared with aided schools, I applied to my friends, amongst the diocesan inspectors, in the two counties, and from the reports which

they have in every instance most readily and kindly sent me, I am able to construct a tabular form, showing in the case of 10 unaided schools, (1) the sex of the teachers, (2) the population of the parish, (3) the number of scholars in attendance, (4) the amount of the teacher's salary, (5) and the condensed opinions of the diocesan inspectors about the schools:—

No.	Sex of Teacher.	Whether trained or not.	Population of Parish.	Average Attendance of Scholars.	Salary of Teachers.	Remarks of Diocesan Inspectors on present State of Schools.
1	Mistress	Not trained.	496	45	30*l.* and a house.	Mistress takes great pains, but is deficient in method and organization; upper classes pretty fairly taught; lower classes backward; arithmetic weak.
2	Mistress	Untrained.	200	23	20*l.*, lodgings, and coals.	A very fair school; mistress keeps order and is a fair teacher: very fair results are obtained; a monitor paid by the Salisbury Diocesan Board.
3	Mistress	Untrained.	400	18	20*l.* and house.	A miserable school; the mistress, who has held her situation nearly 30 years, has no idea of teaching.
4	Mistress	Trained for 6 months at Salisbury.	500	36	Paid by Lord Shaftesbury.	School improved during the past year; arithmetic and writing better than formerly; religious knowledge very fair.
5	Master and mistress.	Untrained.	400	45	Paid by Lord Shaftesbury.	School improved under present teachers, and tolerable results are obtained.
6	Mistress	Untrained.	300	20	20*l.* and house.	An old dame, who can only teach reading, and writing in copybooks; she cannot go beyond simple addition in arithmetic; religious knowledge very fair.
7	Mistress	Untrained.	590	59	31*l.* 10*s.*	Organization defective; first class fairly taught; lower school sadly behindhand.
8	Master and mistress.	Mistress trained for 3 months.	258	48	45*l.* and lodgings.	Organization defective; instruction (except notation) very satisfactory.
9	Master	Untrained.	666	74	38*l.* and house.	Organization capable of improvement; upper classes fairly taught; lower classes retrograding.
10	Mistress	Untrained.	279	31	20*l.* and lodgings.	Organization defective; upper school, religious knowledge fair, but secular subjects feeble; little done in the lower school.

General remarks on the condition of unaided schools, embodying my own experience as well as that of Diocesan Inspectors.

As to the general efficiency of unaided schools, I am able to form an opinion only from the 13 which I visited during the year, either on account of their having received a "building grant," or from the wish of the teachers to gain a sufficiently favourable report to entitle them to be examined for a certificate, in accordance with the provisions of Art. 72 *b*. 2. From the results of my inspection, I had arrived at the conclusion that, compared with schools under trained teachers, none were equal to the "best," very few were on a level with

the "fair," the greater number ranked with the "moderate," and some were positively "bad." The organization was, as a rule clumsy and unskilful; the instruction unsound and incapable of standing the test of individual examination; and the discipline wanting in smartness and method. In these schools I found in excess, one of the great faults, which the Revised Code has done so much to cure, the too exclusive attention of the teacher to the upper classes, to the neglect and injury of the backward and younger children. It is comforting to find that with my opinion, which might, I felt, be said to rest on insufficient evidence, agree, in the main, the opinions of all those diocesan inspectors I have consulted. I proceed to quote from their letters in my possession:—

(1.) The Rev. Talbot H. B. Baker, examining chaplain to the Bishop of Salisbury, a gentleman well acquainted with school management, and intimately associated with every educational movement, in the county, says:—

"The schools under untrained masters and mistresses, if not built so as to meet the Committee of Council's requirements, are more or less deficient in organization, to the detriment of discipline and the loss of teaching power. In all cases the want of pecuniary aid from the State operates most, and very prejudicially on the lower school, except where the managers provide an assistant mistress, and then the total cost, falling, as it is almost sure to do, on one individual, seems more than what may be considered his fair share of the general burden and benefit of primary education."

(2.) The Rev. C. H. Carnegie, a rural dean and excellent school manager, writes:—

"As a rule I believe the best schools to be those which, having certificated teachers, are under Government inspection."

(3.) Another Dorset diocesan inspector, after naming five schools, conducted by untrained and uncertificated teachers, where the average attendance of scholars ranges from 42 to 120, writes after this manner:—

"I am sorry to say that there is not one among the above mentioned schools in a state of proper efficiency, and as regards any pleasure I experience in my annual visits to them, I can only say what Job said to his friends, 'Miserable comforters are ye all.' I do all I can," he adds, "in giving hints and advising certificated teachers and Government inspection when I can, but I cannot see much good has come of it."

(4.) The Rev. J. Higgon-Evans, manager of a good mixed school at *Merriott*, in Somersetshire, a parish of small proprietors, and himself an experienced diocesan inspector, says:—

"I have 12 schools in my district taught by uncertificated teachers, and with two exceptions they are greatly inferior to the schools receiving Government aid."

(5.) So also the Rev. Hans F. Hamilton, after naming three schools "*as nearly equal to some schools receiving "Government aid,*" describes the remaining 10 as "*far from "being in a satisfactory state.*"

(6.) The Rev. W. H. Waldron, a district inspector in Somerset, and one well informed in all educational questions, writes:—

"In my district there are 12 unaided schools; of the 12, two are 'fair,' three 'middling,' and the rest 'poor.' As a general rule," he adds, "where there is a good school it is in connexion with Government, and also well looked after by the parochial clergyman; omit either quantity, and the result is bad."

Reasons for schools not receiving State aid.

These gentlemen are also pretty well agreed upon the other point, upon which I expressed an opinion above, that it is not poverty, not the inability to pay a competent teacher, and to supply the materials for a sound and thorough education, which shuts these schools out from Government assistance. The exclusion generally proceeds either from the dislike of the clergyman to part with an old teacher, or ignorance of your Lordships' "rules and regulations," or dread of State or any interference, or the adverse influence of landowners and principal contributors to school maintenance. In Dorsetshire especially the avowed dislike of some of the largest landowners to the Government system operates very decidedly in reducing the number of annual grant schools. In the north of the county, on the estate of the Marquis of Westminster, the parishes are supplied with excellent and well-furnished school-houses, but the names of only a very few of the schools appear on the annual grant list. So also in the south of the county, a great number of schools on Lord Ilchester's property receive no assistance from the State. Lord Shaftesbury, I am told, does all in his power to promote the education of the poor on his estate; he contributes most liberally to all the schools on his property, and entirely supports those at St. Giles, Horton, Woodlands, and Gussage All Saints, but he entertains strong objections to Government aid and interference. At a general meeting of the Salisbury Diocesan Board of Education, held at Dorchester on the 4th December 1865, his Lordship stated his reasons for refusing to accept aid from the State in very plain and vigorous language.

Causes which operate powerfully in Dorset.

"I don't know," he is reported to have said, "whether I am touching upon the corns of any one, but I confess I do not approve the course which Her Majesty's Government has taken with respect to the grants. I hated them from the commencement. I protested from the first against your having anything to do with them. I knew that your independence would be fettered, and I was perfectly sure they would interfere with your religious teaching, both directly and indirectly. I

knew that inspectors would come down and give the 'cold shoulder' to one thing and 'the cold shoulder' to another; that they would sneer at this thing and sneer at that; and when the hour of necessity came—when you had gone into great expense, calculating upon their continued assistance—they would leave you like a piece of stranded sea-weed. That is what has come to pass, and it serves you right for having confided in them. I maintain it is the duty of the laity of England, who possess the wealth of the country, to come to the succour of the Mother Church. It is the duty of the laity of the diocese to do everything they can to strengthen their Bishop's hands in appointing teachers and supplying the whole paraphernalia of education. The laity of the Church of England are rich enough for all these purposes, and by so doing you will secure your independence. You will not be interfered with, and not have Government officials saying, 'We won't allow the Apostles Creed 'to be taught, or anything that shall in the least degree grate on the 'feelings of Dissenters.' I do not suppose that there is any gentleman in this meeting, or any clergyman of the diocese, who would wish to have the children of Dissenters in their schools, and then unnecessarily force upon them the various dogmas of the Catechism which they cannot receive, and more particularly those parts about godfathers and godmothers. But it is a different thing, as the Bishop has said, to allow a clergyman that discretion, and to have it put into the deed, 'I will give 'you 5*s.* 6*d.* upon the condition that you do not say a word about the 'Apostles Creed.'"

General ignorance of the contents and misapprehension of the meaning of the Revised Code.

The public are not well read in the Revised Code, nor always correctly informed as to what your Lordships require, and what you do not interfere with, in schools. The Code is published annually, but judging from the sort of questions addressed to me, and from other remarks one hears, it cannot be widely circulated or attentively read.

Aided schools.

To pass from unaided to aided schools. The number of schools inspected by me, during the past year, was 144, comprising 181 departments, each under its own certificated teacher.

122 of these schools were mixed; 20 were for boys exclusively, 17 for girls, and 21 for infants. 8,377 boys and 7,785 girls were present on the days of inspection, and there were 6,868 boys and 6,264 girls in average attendance. On the school registers appeared the names of 18,776 children, which I have arranged below, according to their ages.

1. Age of children.

1,919	under	4	years of age.	
1,887	between	4	and 5	years of age.
2,230	„	5	and 6	„
2,129	„	6	and 7	„
2,254	„	7	and 8	„
2,191	„	8	and 9	„
1,914	„	9	and 10	„
1,567	„	10	and 11	„
1,183	„	11	and 12	„
802	„	12	and 13	„
437	„	13	and 14	„
And 263	over	14	years of age.	

As a proof of the early age at which children in the district are removed from school, I would remark that out of 18,776 only 4,252, or 22·6 per cent., are above the age of 10 years.

In the following statement the migratory character of the population is shown. Of these children— 2. Time in school.

6,159	had been in the school less than	*one*	year.
3,733	„	„	*one* year.
2,796	„	„	*two* years.
2,209	„	„	*three* „
1,402	„	„	*four* „
1,953	„	„	*five* years and over.

The total income of the schools arising from endowment, voluntary contributions, school pence, capitation grant, and other sources was 17,049*l.* 15*s.* 2*d.*, making on an average per scholar in attendance 1*l.* 3*s.* 10*d.* The sum expended for salaries, books, and apparatus and miscellaneous purposes was 17,065*l.* 16*s.*, or 1*l.* 3*s.* 10½*d.* per scholar in average attendance. Income of aided schools.

The greater number of the annual grant schools—122 out of 181—are what are termed "mixed." The reason of their being so is very apparent—the parishes are too small to provide children or funds for separate departments. I think it a matter more for congratulation than regret, that, nearly twice as many mistresses are employed in these schools as masters. No doubt motives of economy have had most to do with this preference for mistresses over masters, but as far as I can judge, it is economy working in a right direction. According to my experience a good female teacher is more capable of understanding the natural dispositions, and mental powers of dull village children, and of instructing them kindly and skilfully, and of exercising over them a powerful influence for good, than an average male teacher. Mixed schools. Female teachers best for them.

With regard to the general efficiency of the schools taught by certificated teachers, I may venture to report favourably, of nearly all of them. It is quite true that many might be better; but the greater number are in a fair state of efficiency, and some few are excellent. "As is the teacher so is the school;" this is always true. General statement as to the efficiency of schools under certificated teachers.

The school at Swanage taught by Mr. Hillier deserves special notice, as an excellent example of how much can be done in a primary school, where the teacher is well qualified for the office, and brings a strong liking and intense earnestness to the work. The instruction in this school, in all the classes, is given in the most skilful and thorough manner. No pains is spared to make the children love their school, and take an interest and honest pride in its success. The walls are covered with specimens of map drawing, and penmanship, Swanage school very good.

and illuminated texts, the honoured performances of old and present pupils; and there is an air of life and comfort, of happiness and quiet energy, about the place, which must at once attract and gratify the visitor.

Certificated teachers, some deserving of praise.

In the following schools,—Central school, Taunton (Mr. Shepherd); South Petherton, girls' (Miss Sexey); Dorchester, National, girls' (Miss Way); Shaftesbury, National, girls' (Miss Baker); Sherborne, girls' (Miss Bird); and Stalbridge, girls' (Miss Warner), I am happy to say, there are, to be found, teachers thoroughly in love with their work, and who, combining with intelligence and skill, a tenderness and sympathy, a loving insight into the character of little children, possess a power and an influence for good, produce "results," which no examination can exactly measure, but, to which it is a pleasing duty to publicly testify. Of many other teachers in the district, I could also speak in high terms of commendation, of their zeal and interest in their work, of their integrity and self-denial, of their disinterestedness in having over and over again resisted offers of higher salaries in other places, preferring to labour on amongst those who, although unable to pay them as highly as they deserve to be paid, have learnt to love and respect them for their work's sake.

Others not deserving of praise.

But there is another class of certificated teachers,—not a very large class, happily,—of whom I cannot speak in such terms of commendation; whose schools I always leave with feelings of sadness and mistrust. They are, as a rule, young women just set free from the strict discipline and restraints of the training colleges; and they seem, for a while at least, to forget, what no doubt they were taught there, that success in school teaching, like success in any other calling, much depends upon the spirit in which it is undertaken, and the amount of energy which is thrown into it. Judging from appearances and results, it would seem as if they forgot this truth, and devoted more care and attention to their *dress* than to their schools.

Frequent change of teachers.

Another disadvantage connected with young teachers, and which is very forcibly presented to my notice in a district such as this, is the constant change of teachers in the small schools. No sooner have the teachers fairly settled down to their work, and begun to make an impression for good on the school, than they are gone. In providing that two years must be spent in the same school, and two favourable reports secured, before a teacher can receive the parchment certificate, your Lordships have done as much, perhaps, as can be done to guard schools against the evil of frequent change of teachers. I can suggest no further remedy for the evil, and

I merely mention it in justice to the small schools, as showing that they have peculiar difficulties to contend with, in their efforts towards thorough efficiency.

Provisional certificates.

Some half-dozen schools in the district are taught by teachers holding the provisional certificate. They are quite as successful as most of those schools under teachers, who have passed through a longer training.

Pupil-teachers.

During the year I have examined 202 pupil-teachers and candidates for the office; 165 of these are at present employed in the schools. An increase in their number is perceptible. Managers are beginning again to diligently seek for and employ them in schools, from which they had been dismissed as too expensive on the first introduction of the Revised Code.

Male candidates for the office of pupil-teachers difficult to get.

To find suitable lads for the office, I am told, is difficult; other employments pay more highly, and present greater attractions; but no such difficulty is experienced in securing the services of properly qualified girls. On the whole they are a very well conducted and intelligent body of young persons. Very rarely indeed have I to listen to any serious complaints, either of want of diligence in their studies, or of their moral conduct. The females are always neat and tidy in their dress, and well mannered. The males are sometimes a little rough and coarse in manners and slovenly in dress. In the collective examinations the males acquit themselves much better than the females, although, perhaps, in the art of teaching, the latter, as a rule, display more tact and skill than the former. At the examination for admission to the training colleges in 1867 14 candidates went up from my district, an equal number of each sex. Of the seven boys, all were placed in the first class, except two, one John Jennings from the central school Taunton appearing as first on the admission list. Of the seven girls only two obtained first classes.

I would now offer a few general remarks on the character of the instruction in the schools.

General remarks on the character of the instruction in schools.

1. *Religious Knowledge.*—I have in this district very seldom found reason to be seriously dissatisfied with either the children's information as to the leading events of Bible history, or their acquaintance with the great lessons of morality derived from them. The Church Catechism is repeated and written out correctly by nearly all the children, and the simpler portions of it understood. But a knowledge of the contents of the Prayer Book is not so common, and so much attention does not seem to be paid to it, as one would expect. The religious instruction is, as a rule, systematic and practical. I attribute this in no slight degree to the interest, which the clergy take in this part of the school work; they

mostly carefully superintend it, and very often give it themselves. I wish to bear record to their willingness and readiness always to render me every assistance in this part of my examination.

2. *Reading.*—The number of failures in reading, 4·2 per cent. is small, but this only implies that, when a child has read with fair fluency and intelligence, hesitating only at uncommon or difficult words, I have "passed" it; but, had I insisted upon proper emphasis and just expression, and intelligent apprehension of the meaning of the passage, I should have considerably swelled the number of failures. At Maiden Newton and Gillingham the reading is particularly good; distinct, emphatic, careful, and expressive. The first-class, in the Maiden Newton school, read the newspaper, and a "popular periodical" and some poetry to me, at the last inspection, in such a manner (so little was I accustomed to it) as to excite my surprise and admiration. They read as if they really knew what they were about, and liked it. Mr. Brown, the painstaking teacher, attributed his success, partly at least, to the great variety of books he placed before his pupils, and I believe that that had something to do with it. In nothing is reform called for more loudly than in the character of the reading books at present in use. Few of them contain lessons interesting to children in this class of society; in the greater number the instruction is conveyed in language replete with hard words. No doubt were syllabic spelling more rigidly insisted upon in the lower standards, and were the reading lessons also in the higher classes always given with great care, attention being directed to the stops, and divisions of the sentence, and were it always followed by lively and intelligent questioning on the part of the teacher, better results might be obtained even now, with the class books in use; still I am inclined to think that could your Lordships carry out the suggestion of one of my colleagues, Mr. Matthew Arnold, and exercise some control over school-books in aided schools, and in this way gradually introduce a better style of school literature, a great blessing would be conferred upon the rising generation.

Good reading at Maiden Newton and Gillingham.

School books.

3. *Writing and Dictation.*—The per-centage of failures in writing and dictation was 10·6. I find the writing best in those schools where great attention is given to the child's efforts in the first standard, when he begins to form capital and small letters, and in the second standard when he has to copy from a reading book. At this stage, if the child has been drilled into holding his pencil properly and easily, and taught to make the letters open and round and not too slanting, the writing on paper afterwards is always found to

be free and legible, neat and good. As to the neatness with which dictation is written and sums worked, there is a great difference in the papers given to me. In some schools the papers might be exhibited as specimens of good penmanship, in others, the want of care and slovenliness to be seen in other things, shows itself in smears and blots, ill formed letters and unsteady figures.

In the best schools composition is taught. I find the first class very often able to write a letter, sometimes expressed in terse, idiomatic language, and showing considerable powers of description. The power to write a letter or give the substance of a reading lesson in their own words is a good test not only of correct spelling and grammatical writing, but also of general intelligence. I often wish my duties in the lower standards took up less of my time, that I might be able to apply this test more frequently to the elder children.

4. *Arithmetic.*—Here the per-centage of failures rises to 20·3. Many of these failures are to be put down to defective notation, but not so many as formerly. Since numeration has been insisted upon, and all the sums dictated, it has been found that you can teach even country children to understand the difference between units, tens, and thousands.

But there is no doubt a great want of power displayed by teachers, and especially mistresses, in grounding their children in the principles and practice of arithmetic. It seems almost incredible that children, if they have been taught and shown on the black board that you cannot, under any circumstances, subtract a larger from a smaller number, should be hopelessly puzzled, and spend a good half hour in futile efforts to take 103*l.* 17*s.* 9¾*d.* from 19*l.* 19*s.* 9*d.*, and that the only explanation that can be given of their stupidity is, that the sum has been put before them in an unusual form. "Take 19*l.* 19*s.* 9*d.* from 103*l.*," &c., instead of from 103*l.* 17*s.* 9¾*d.* take 19*l.*, &c. Yet this is a mental phenomenon witnessed very often in ordinary school life. Any departure, the slightest imaginable, from the ordinary method, the substitution of cards with sums written in words, for telling by word of mouth, or the putting the sum so that it seems to describe a transaction in daily life, appears as if by magic to paralyse the child's calculating power. Were teachers to freely use the black-board, and conscientiously and perseveringly perform the trying work of explaining over and over again, in all sorts of ways, the reason for each step in the solution of a question, varying their manner of setting sums from time to time, and not forgetting from the very first to give the children little problems, bearing upon the business of every day life, and involving the application of

the first rules of arithmetic, such examples as are to be found in abundance in every good arithmetic, I am convinced that when next I had the honour to report to your Lordships, it would be my gratifying duty to testify to a marked and encouraging improvement in the teaching of this subject.

Minute of 20 February 1867.

The good effects of your Lordships' new Minute of the 20th February 1867 are beginning to be plainly seen. Not only has it stimulated managers to increase their school staff, with a view to the additional grant, and in this way operated most beneficially on the schools, in increasing the body of pupil-teachers, but, in offering a fresh inducement for the teaching of an extra subject, it has also counteracted to some extent the very natural tendency on the part of teachers, preparing children for a well-known examination, to lapse into a mechanical way of teaching, and of thinking that they had done all that could be reasonably required of them, when they instructed their children how to satisfy the demands of the various "standards." From the first I have done my utmost to impress upon those connected with schools that they were putting a false construction upon your Lordships' requirements, if they imagined that a "good report" must be the necessary consequence of a creditable examination in the subjects prescribed in the "Standards;" that I was bound in forming my estimate of a school's work to consider its religious, moral, and intellectual merits. But in spite of all that I could say, as to the necessity of teaching more than mere reading, writing, and arithmetic, of regarding so much, as no more than the minimum of instruction, I could not help feeling, when I insisted, as I have always done, upon the first class knowing something of geography, at any rate, that I was not quite understood; that I was regarded as making extravagant demands; that not to be satisfied when nearly all the children "passed," was ungracious, to say the least. And it must be admitted that there was a strong and increasing tendency, on the part of young teachers especially, to consider that time wasted, which was not given to what are called "the paying subjects;" to forget, in fact, the higher end of teaching, the development of mental power; it is therefore with no ordinary satisfaction that I have noticed, that the offer of an additional grant, has given a decided impulse to increased intellectual life in the schools. Geography is the subject generally selected by the managers for examination, but in many schools the first class know something of English grammar and history as well. With judiciously arranged time tables and good earnest work, there is no reason to fear that, the indispensable elements of knowledge will be less

effectively taught, because some attention has been paid to the higher branches of instruction.

Discipline.—In all the schools I cannot report well of the discipline. Good discipline is produced by careful attention to a number of little things, and the having a settled right way of doing everything in the school and never allowing the wrong way to be adopted. The work should be always done with the least possible noise, and the change of lessons effected with method, quickness, and precision. The word of command should be obeyed with readiness and promptitude.

Moral Tone.—I have seldom had to find serious fault with the moral tone of a school. The children in Dorset and Somerset are honest, tidy, happy looking children, and they are generally taught to have a wholesome fear of "copying." But it must not be forgotten that very often in the case of young children the wish and the effort to look over their neighbours' slates does not proceed from the inclination to do a deceitful action, but simply from childish curiosity. The best way to prevent copying is to render it impossible. I always effect this in my examinations by giving alternate exercises and making the children sit as far away from each other as possible.

School Bands.—As helps in maintaining good discipline and a healthy tone in a school, and also in keeping up a connexion with "old pupils," they are most valuable. At Weymouth, Wyke Regis, Puddletown, and Wellington there are very good drum and fife bands, composed of past and present pupils of the schools.

School Buildings and Furniture.—The schoolrooms in my district are mostly in good repair, sufficiently large and fairly well supplied with furniture, books, and apparatus. But they are seldom well ventilated. Even in the case of new schoolrooms, where the plans have been carefully prepared and submitted to the authorities, the importance of having supplies of fresh air without unpleasant draughts, does not seem always to have been sufficiently considered.

School cabinets.

At Sherborne, a cabinet filled with curious things, the fossils of the neighbourhood, and other objects of interest is placed in the boys' schoolroom. It is much to be wished that other schools would follow this good example, for surely truer words than those reported to have fallen from the lips of the President of the British Association this year were never uttered :—"*There are many school boys who though they* "*regard the best devised of manuals with unconquerable dis-* "*taste would not refuse to accept objects and pictures* as pegs "on which to hang ideas, facts, and hard names."

The Log Book.---If this is made, what many teachers now make it, an honest record of school work, and the results of periodical examinations, it becomes a very instructive book for the managers, the teacher, and the inspector. But the teachers who are accustomed to make entries similar in character to the one, I transcribe, have yet to learn the use of it. "*September* 16, *A little boy made himself very wet at the* "*water-cask, sent him home.*"

Night Schools.—There are a great number of these valuable institutions in the district, many more than would appear from my official returns. Being taught entirely by voluntary teachers, the clergyman of the parish, some member of his family, or other educated person, they are excluded from any share of the annual grant. However, 54 were partly taught by certificated teachers, and were examined by me during the year personally, or in accordance with Articles 142–9. When the early age at which children are removed from school is taken into consideration, and the rapidity with which they forget the little learning they acquire, evening classes become in every parish an essential part of the school system; any encouragement therefore, which your Lordships can give towards their establishment and support is well bestowed, and contributes in no slight degree towards perpetuating and utilizing the work done in the day schools. The Southern Counties Adult Education Society, directed by its well known, and indefatigable Secretary, the Honourable and Rev. S. Best, has done, and does still, by its examinations and prizes, much towards awakening an interest, and encouraging perseverance, in a fascinating and most useful, but at the same time very difficult and harassing branch of educational work.

Hindrances to education.

In this district as in every other the same causes are found in operation, hindering and marring, and rendering, in some cases worthless, the efforts of those who are seeking to train the mental faculties of their poorer brethren. To speak of the apathy and poverty of parents leading to the early removal of scholars, of irregular attendance at school, of the moving from one school to another, of the demands of the labour market, and the irresistible temptation of adding the smallest sum to the weekly earnings of the family as the great hindrances to sound education, is to tell your Lordships what others have told over and over again. My portfolio is full of letters uttering the same complaints, telling the same old story. Here is an extract from one:—

"I fear," writes the Rev. John Acton, of Iwerne Minster, "we shall "have a sorry number to present to you, not much above 40. Mumps "visited nearly every house in the spring, sadly reducing our average,

" and now for the last month almost every child has been 'acorning.'
" But when by this means the children are able to add 4*s.* or 5*s.* a week
" to the miserable earnings of our poor labourers, what can we say?"

Compulsory education.

What wonder if I find managers of schools openly advocating, and expressing themselves as prepared to welcome any legislative enactment, which should either prohibit a child being taken away from school before he has acquired the first rudiments of knowledge, or should make it illegal to employ a child in any agricultural pursuit before he is 10 or 11 years of age at least, unless he can show by a "scholar's certificate" that he has mastered the elements of instruction.

The clergy the main supporters of and workers in education.

Although landowners and farmers contribute liberally to the maintenance of schools, still it must be allowed that in this district the clergy are their chief supporters and most active managers. Without the clergyman of the parish had shown an interest in the education of the poor, in the first place, and solicited the aid of others, the school would, in nine cases out of every ten, never have existed at all; and now it is he who pays that disagreeable "balance due to "treasurer," but for which it would be embarrassed with debt. But the clergy also give ungrudgingly that which few others are in a position to give,—hearty sympathy and generous support to the teacher and constant and careful supervision to the work of the school,—and this aid cannot be too highly estimated. I know but very few good schools where it is withheld.

Conscience clause.

And here I may be allowed to remark that I have failed to discover one single instance in my district where the clergy, as those who have the chief management and control of the schools, have excluded any child from the benefits of school teaching on religious grounds. The policy of the Committee of Council with reference to the enforcement of the conscience clause is vehemently denounced as unjust; but the principle of it, is, as far as I can ascertain, generally acted upon. However, there are signs that this anxious problem of the day, when it comes on again for discussion, will be debated in a calmer, more hopeful, more charitable temper. The feelings of the Dorset clergy, I imagine, are pretty clearly and exactly expressed in the words of Archdeacon Sanctuary, himself an earnest and foremost worker, both in middle-class and primary education. He says, in his last charge:—

"The Church, I believe, has to keep two things before her; on the
" one hand to relax nothing of her diligence, nay, rather I should say
" very much to increase her diligence in securing to all around her the
" blessing of a sound religious and useful education; and on the other
" hand not to allow her zeal for God's truth to make her rash and un-

" forbearing in the consideration of the terms upon which the State " may offer to aid her in the work."

A case in which the voluntary system has failed in securing permanent educational advantages to a parish.

It may be right to mention an instance in this district, where the voluntary system has signally failed to secure permanent educational advantages to a parish, in which the schools were built, with the assistance of a Government grant. In the parish of Whitchurch Canonicorum, which includes the outlying hamlets of Marshwood and Morecombe Lake, there are three schools. When I visited them in 1867 I found in the case of all three the buildings much out of order and wearing an air of decay and neglect. In the largest school, the master, a respectable, fairly well-informed man, but without any special training or qualifications for the office of a teacher, was making as much as he could out of the school, by teaching the children of small farmers at 8*s.* 6*d.* and 10*s.* 6*d.* a quarter. He received 14*l.* per annum from the rector, he informed me, on condition that he taught the poor children for 2*d.* a week, but I found only 10 children of this class in the school, and as far as they were benefited, there might as well have been no elementary school in the place. The other two schools were carried on by very indifferent and badly paid teachers; they were destitute of suitable books and apparatus, and in a very wretched state. The cause of this neglect and wasted power was, simply, that the rector had ceased to take an active interest in the welfare of the schools, and had partially withdrawn his support.

If the education of the poorer classes is of national importance, the foundation on which it rests at present would seem to want strengthening in some way, if it is possible that the whole educational fabric, reared in a parish with great labour and cost, may fall into a state of ruin any day, and be rendered worthless because one individual withdraws his support.

Signs of increased interest in education amongst the farmers in Dorset.

I must not close my report without informing your Lordships of the increased interest taken in education by the farmers of Dorsetshire. At a meeting of an old established farmers' club in the county, one of their number read a paper lately on "*Compulsory versus Voluntary Education.*" The lecturer reminded his hearers—

"That it was a question which more or less concerned the agricultural " body generally; that both employers of labour and labourers had " hitherto regarded it with too much apathy; that a greater amount of " education among the labouring classes was needed; that the value " of men on the farm who could give an account of themselves in " writing, of work done, the counting of stock, and the receipt of wages " due after deducting for cash and goods paid on account, was greater, " than that of those who could neither read nor write; that it was " the duty of agriculturalists to do all they possibly could to induce " parents to send their children to properly conducted schools."

The Winfrith Farmers' Club, after an animated discussion, expressed their views in this resolution :—

"That the present voluntary system, with increased assistance from "the State, if given a fair trial, would work well, and would receive "greater and greater impetus at the hands of all classes of society; "that any scheme for making education compulsory would be viewed "with alarm."

In every part of my district, amongst all classes of society, I find special attention at this time directed to the question of popular education, and a very general expectation entertained that, your Lordships will shortly frame some comprehensive measure on the subject. May I be pardoned for expressing a hope that, the public mind will be soon set at rest, for nothing paralyzes present efforts so much as doubtful expectations!

Public mind anxious and unsettled about education.

I have the honour to be, &c.
W. F. TREGARTHEN.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. E. T. WATTS, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* ANGLESEA, CARNARVON, DENBIGH, FLINT, *and* MERIONETH.

MY LORDS, December 1868.

I HAVE the honour to report upon the National schools inspected by me in North Wales during the year ended 31st August 1868.

Original extent of district.

At the date of my appointment the whole of North Wales was nominally in my district. Soon after the appointment of my colleague, Mr. Pryce, Montgomeryshire was withdrawn, and was assigned to Mr. Pryce in conjunction with four counties of South Wales. Subsequently your Lordships were pleased again to reduce my district by annexing to a portion of Cheshire the census districts of Holywell and Wrexham. My district at present consists of Anglesea, Carnarvonshire, Merionethshire, and portions of Denbighshire and Flintshire.

Its reduction.

Its present extent.

I beg to tender my thanks for your Lordships' kind and timely consideration of the very heavy work which in its unreduced state this district entailed. For although I managed, by dint of much exertion, to inspect each month's schools within the time prescribed ever since the district was cleared of arrears by the kind assistance of Mr. Temple and Mr. Pryce, the work allotted to the spring months was heavier than I could well accomplish; whereas now I expect I shall be able, in the course of next year, to inspect several schools which have not been visited by Her Majesty's inspector for years, as well as all those schools which are in receipt of annual grants.

Number of departments inspected prior to August 31st.

During the period which elapsed between my appointment in March 1867 and the 31st of last August I inspected 172 departments conducted by certificated teachers, and of these I inspected 72 a second time.

Principle on which is based.

My plan at first was to divide the schools into three classes, according to the result of the examination in the elementary subjects; and not only so, for such a classification would be often fallacious. There are other points, in my opinion, such as religious knowledge, discipline, and general intelligence, quite as essential as proficiency in the elementary subjects. In the estimate of a school all these points should be taken into consideration. I must remark, however, by the way, that wherever I have found the greatest proficiency in the elementary subjects, *there*, generally, I have found the greatest

proficiency in the other points I have specified. In other words, religious knowledge, for the most part, seems to go on *pari passu* with secular attainments.

Very little experience convinced me of the necessity of subdividing the second class into three classes. The following table shows what number of departments falls under each of the five classes into which they are all distributed according to merit, that is to say, according to the result of the examination coupled with religious knowledge, general intelligence, and tone:— their classification.

Class.	I.	II.	III.	IV.	V.
Departments - -	32	59	44	20	17

In the month of October I inspected six schools which are not in receipt of annual grants, but which, for other reasons, are subject to Government inspection. These six schools are of a representative character, that is, one or other of them exhibits nearly all the features, physical and otherwise, of schools in North Wales, varying from the most mountainous and inaccessible to the most frequented and cultivated. I am sorry to say that in one school only was the examination schedule duly prepared. The other schools I examined, I must confess, in a very unsatisfactory manner, for I was obliged to examine them in classes; and the difference between the highest and the lowest in each class was generally far greater than that between standard and standard. Inspection of schools conducted by uncertificated teachers. Those selected for inspection of a representative character. General neglect of examination schedule in such schools. Consequent difficulty of testing them.

My reason for selecting these representative schools, as I have called them, for inspection, was chiefly the fact that they had not been visited by Her Majesty's inspector for years, and partly my own curiosity to ascertain the value of schools conducted by uncertificated teachers as compared with those in receipt of annual grants. Notwithstanding the difficulty alluded to, of satisfactorily testing these schools, I believe I arrived at a fairly correct estimate of their worth. The following is a literal transcription of the notes I wrote in each case on the day of inspection, and in the order in which the schools were inspected:— Reasons for selecting these for inspection.

1. "The school-room affords but inadequate accommodation for the number of children attending the school. The teaching power is also insufficient. As the examination schedule was not filled up, I could not well estimate the individual attainments of the scholars. I tested the classes, however, sufficiently to enable me to form an opinion that few of class 1 would have passed in Standard IV., and few of class 4 in Standard I. Still, considering the disadvantages alluded to, the school is in some respects in a fairly satisfactory state." Reports on those inspected.

2. "This seems to be a useful and promising little school. The building is in very good order. The children are intelligent, and for an untrained man the master has a fair idea of order; notwithstanding, the difference between the school and an ordinary one conducted by a certificated master, is a very marked one. It is highly desirable to have sewing taught."

3. "I inspected this school on the —— of October, and found 49 children present. These were divided into three general classes. The first class read fairly, and in this subject would have passed creditably in Standard III.; about half of classes 2 and 3 would have passed tolerably in Standards II. and I. respectively. The schoolroom should be repaired, especially the windows and doors, one of which was completely off the hinges and standing against the wall at the other end of the room. *The offices were in a peculiarly foul state.*"

4. "This is a very useful little school; the children are fairly and uniformly taught. The three classes passed very respectably in the three lower Standards."

5. "It is impossible to form anything like a correct idea of the children's individual attainments unless the inspector has the examination schedule in his hands duly filled up. I had no difficulty, however, in forming an opinion of these schools as compared with an ordinary school in receipt of annual grants. The first class would have passed creditably in Standard IV. in *reading*, fairly in writing, and badly in arithmetic. The gulf between the first and second classes reminded me of that which appears to exist generally between schools which are regularly inspected and those which are not."

6. "This little school seems to be fairly conducted; and Mr. —— I have no doubt is doing his best. This, as all similar cases, however, is a proof of the vast superiority of regularly inspected schools over those which are not superintended by certificated teachers."

Before I leave this subject I must express a hope that, whenever I shall be able to inspect schools of this class in future, the examination schedule and the other official papers will be duly filled up, and that the managers of such schools will not object to welcome the notice of inspection.

Mode of Examination.

Mode of examination.

On this head a few words will suffice; for the circular appended to Mr. Fearon's last report explains in detail the manner in which he, Mr. Pryce, Mr. Williams, and myself conduct our examinations. This circular was issued by us after very mature deliberation; its requirements are such as our previous and subsequent experience has proved to be fairly within the capabilities of our schools. Besides the object we had in view in deciding upon a common standard, the circular in question has given great satisfaction to the teachers employed in the National schools in my district.

Religious subjects identical with those of diocesan inspectors.

The only addition I made to it was an expression of my readiness to confine my examination in religious subjects to the portions of scripture, &c. appointed by the Diocesan Board of Education.

My object in so doing was twofold:—

1. To bring into closer contact the government and diocesan inspection, which in this district is active.

2. To anticipate the objection which teachers in National schools might not unreasonably urge, that inasmuch as British schools are not subject to be tested by Her Majesty's inspector in religious subjects, National schools would be hardly dealt with, if, in addition to all that is required of British schools, another subject was imposed upon them, especially if that other subject did not coincide with the extra work which is already required of them by the diocesan inspectors. Why.

I must explain, however, the manner in which I examine in extra subjects.

When the ordinary examination is drawing to a close, I write out on paper six questions on the subject selected. These I hand over to the head teacher to re-write on the black-board. These questions the children have to answer on paper, and one of them in the shape of a letter to the inspector. This I consider a good plan for carrying out the suggestions contained in the circular of May 31, 1867, for although the letters are generally very meagre and childish, the plan has the good effect of stimulating the intelligence of the children and of impressing the masters with the expediency if not with the importance of teaching them at least the form in which a letter should be written. Mode of examination in extra subjects.

While this part of the examination is in progress I am myself engaged in revising the papers of the ordinary one, and when the papers of the extra subject are given up, I allow the head teacher or call upon one of the elder pupil-teachers to examine the children orally in that subject, while in the course of their examination I introduce several questions myself.

This method I adopted in consequence of the difficulty I always felt in arriving otherwise at a satisfactory estimate of the children's individual attainments. Viewed in this light I have always been impressed with the great value of the

Revised Code.

However numerous the objections urged against the Revised Code upon its introduction, if they have not been wholly removed by its operation, their name is no longer legion. For even the few who are still dissatisfied with its requirements are forced to admit that the results it has produced are far in excess of those produced under the old system; that dull children are no longer in danger of being neglected; that it is doubly the interest of teachers to cultivate a wholesome acquaintance with the parents of the children in Revised Code. Its good effects and growing popularity.

their charge; and that the prediction of its author has been fully realized, that if it would entail greater expense, it would at least secure greater results. On the other hand it must be acknowledged that its effect has been quite the reverse on the

Its bad effect on the

Pupil-teacher System.

pupil-teacher system.

I wish it were in my power to speak more hopefully of this important feeder of training colleges. The Revised Code caused a panic from which this system has not yet recovered. The Minute of February 20, 1867, promises to act as a partial counterpoise, and it is no doubt a step in the right direction, both as regards the pupil-teacher system and the efficiency of schools in general, and I have no doubt it will be more and more appreciated in proportion as its advantages are realized. I fear, however, it will furnish but a partial remedy, for there is a class of schools in which it is treated with a certain amount of indifference, and that because the pecuniary advantages secured by a successful compliance with its requirements will perhaps be absorbed, or more than absorbed by the payment of the additional teacher which that advantage involves, while the instruction of the pupil-teacher is regarded by the master, not as a labour of love, but rather in the light of a gratuitous burden, because it brings no direct pecuniary emolument to himself. I do not justify this view of the matter, nor can I absolutely condemn it, where no provision is made for the payment of the master for the extra hours devoted to the instruction of the pupil-teacher. And in making this remark I do not overlook the probability that the services of a pupil-teacher will give the school a claim to a larger grant independently of that offered by the Minute of February 20, 1867, for as a matter of fact it is the opinion of many teachers that by *exclusive* attention to the elementary subjects, or at least by foregoing extra subjects, they will fare better in point of salary, to say nothing of their exemption from the necessity of instructing a pupil-teacher, who brings them but inadequate if any remuneration.

Minute Feb. 20, 1867, only a partial remedy.

Why.

Pupil-teacher system less attractive for other reasons.

High wages obtainable in quarries, &c.

There are, however, other reasons why the pupil-teacher system has become less attractive, and of these the principal one perhaps is the high wages obtainable even by boys of 13 and 14 in several parts of this district, especially Carnarvonshire. It is a fact that in one case, and that a town school, and one of the most attractive, considerable difficulty was experienced in finding even a female pupil-teacher on the terms of the old Code.

There is yet another reason, prevailing in some schools, of an unsatisfactory and, I believe for the most part, of an

avoidable character. In collective examinations of pupil-teachers I often meet with candidates of a very unpromising stamp. On one occasion out of eight candidates only one was admitted. Upon inquiry I found that most of the unsuccessful candidates were only in the second class in the schools in which they were intended to be articled; the reason why some of the most advanced boys could not be induced to become pupil-teachers was the small payment of 1*l.* a quarter offered to such as would accept it, with far less regard to their efficiency than to the means of securing the maximum grant at the least possible expense, without any intention on the part of the master to prepare the pupil-teacher, or on the part of the pupil-teacher to be prepared for admission in due time into a training college.

Smallness of payment offered to pupil-teacher candidates.

These cases are confined, I believe, to schools where unwisely, in my opinion, in consideration of a fixed stipend plus all the pence, and a portion, if not the whole, of the Government grant, the responsibility of providing pupil-teachers is either sought by or thrust upon the master, who is not always capable of resisting the temptation to swell out his own salary by employing the cheapest and most probably therefore the most inferior article; thus injuring in a degree which it is difficult to measure the actual welfare of his own school as well as the future welfare of a system which it is strictly his duty to promote.

Latter course prevailing chiefly in schools farmed out to teachers.

The bad effects of such a system.

Whenever I have had an opportunity I have strongly deprecated this principle, and I have endeavoured to impress upon managers the fact that the remedy as well as the responsibility rests with them. Judging from the kind manner in which my suggestions have been received, coupled with the general readiness I have witnessed on the part of managers to carry them out, I entertain hopes that the evil of which I complain will be removed in the course of a few years.

With my limited experience perhaps it would be presumptuous to make any suggestions, and indeed I should gladly have availed myself of your Lordships' permission to defer this report until 1870 had I not been anxious to say a few words on the subject of which I am now treating.

It has been suggested, and I am inclined to endorse the suggestion, that it would prove advantageous if a payment of 5*l.* were made to the master for instructing the pupil-teacher wherever a pupil-teacher is employed for the *express purpose* of complying with the conditions of the Minute of February 20, 1867; when the additional grant of 8*l.* is obtainable with the services of an *additional* pupil-teacher no extra recognition need be made, for the instruction of an *extra* pupil-teacher does not involve much additional labour.

Remedy suggested.

Religious Knowledge.

Its unsatisfactory character.

The method of imparting religious instruction is, in my opinion, sometimes objectionable. Dry details, such as dates and the succession of minor events, not peculiarly calculated to furnish sound practical knowledge, are too much insisted on in some schools. A large amount of comparatively useless information is often accumulated at the expense of real knowledge. I fear very many of the children leave school ill prepared to fight the battle of life. The religious knowledge acquired by them, if the term may be used, is often but ill digested, and therefore soon forgotten. My first object in the religious examination is to ascertain how far the children understand the bearing of the Ten Commandments, by endeavouring to elicit information as to the manner in which particular acts recorded in the portions of scripture which they have been reading are or are not in accordance with this or that commandment, and how in our own times and in our own case we may or may not imitate such conduct. A judicious and practical preparation such as this kind of examination presupposes would, I am strongly of opinion, enable the children to carry away with them a clearer view of their duty than most of them have at present.

Suggestions for its improvement.

Discipline.

I cannot quite overlook this subject, for although in many schools the discipline is excellent, it is, or at least was, in a few schools absolutely bad. Convinced that without good discipline little else will be or can be good, I have attached to it the greatest importance. I am happy to say that I have been well repaid for my trouble, for in all the schools, without exception, which I condemned on first inspection for want of discipline, I have on second inspection found a marked improvement. For this I am thankful on personal grounds; few things annoy me more than want of discipline.

Alleged causes of inferior discipline.

One cause of inferior discipline is commonly ascribed by teachers to the fact that, where there are two schools, the children, if punished for insubordination, often meet with too ready sympathy at the hands of their parents, and are transferred without ceremony to what is called, erroneously perhaps, the opposition school. Doubtless, when such is the case, a sad injury is inflicted by unwise parents, not only upon their own children, but also upon the cause of education.

Suggestions for their removal.

It would be well in such cases if managers and teachers could act in harmony, and adopt rules which would render impracticable such encouragement of disobedience. Well

would it be also, if, wherever two schools are unnecessary, the promoters of education met on common ground and co-operated for the common good of their parish on principles which would stimulate benevolence and secure respect for the conscientious scruples of all the population. This part of the principality, I fear, is as yet unripe for combined action of this sort, unless, indeed, the State will declare authoritatively what the basis for co-operation shall be. Under existing circumstances, if I looked at the matter from a legislator's point of view, I believe I should not find it difficult to form an opinion as to the principles upon which co-operation should be enforced. *Privilege and responsibility should be practically commensurate.* But how to adjust the balance in each case of conflicting claims is perhaps a problem well nigh insolvable.

Conscience clause every where recognized.

I must guard, however, against an inference which some of the above remarks may appear to warrant, for I know not of a single school in this district in which the principle of the conscience clause is not practically recognized. My experience as a school manager justifies the assertion that as a rule Dissenters have little or no objection to the religious instruction imparted to their children in National schools. Although it was a well-known fact in the parish of which I was for some years the incumbent, that any child might, upon the expressed wish of its parents, be withdrawn from religious instruction, the privilege, or whatever it might be called, was not claimed in a single instance.

Non-objection of Dissenters generally to National schools in a religious point of view.

It was my practice periodically to examine my school, and to give little prizes to the children who acquitted themselves best in the different subjects. On one occasion the prize for Church Catechism was won by the daughter of a zealous Calvinist, and one who had never set foot within the Church Sunday school.

Some of best schools erected without a Government grant

The conflicting claims alluded to are those which have been frequently urged in applications for building grants. These are not so likely to arise in future; for this district is upon the whole fairly supplied with schools, especially that portion of it which is comprised in the diocese of St. Asaph, a diocese which, I believe, may bear comparison with any diocese in the kingdom in point of school accommodation. Besides, some of the handsomest and best school buildings which have been recently erected or are now in course of erection were undertaken without any solicitation on the part of the promoters for a Government building grant, because, although the managers were perfectly ready to act and are acting on the principles of the conscience clause, they were unwilling to submit to its imposition, and probably

to avoid *imposition* of conscience clause, &c.

because they were anxious to avoid the opposition and ill-feeling which have too often attended such applications in parishes where one school is sufficient to supply the educational wants of all the population.

Illustration of progress of education.

My experience is too limited to enable me to pronounce a decided opinion as to the progress which education is making in this part of the principality. I may mention, however, a fact which is illustrative of the great progress that has been made of late. About 12 years ago, in a conversation with an elderly gentleman who has always taken a very practical interest in the cause of education, I volunteered an opinion that the time was coming when even such and such a parish would be visited by Her Majesty's inspector. His reply was strong and characteristic: "You might as well expect "Her Majesty's inspector to go up to the moon." This year I have visited the said parish in my capacity as inspector, and I found the school conducted by a certificated master in a very handsome building recently erected. I could mention many other parishes, equally remote, quite as well provided with the means of education.

District better supplied with school accommodation than with qualified teachers.

I wish I could say the district was equally well supplied with qualified teachers. The difficulty of securing the services of certificated masters in small and poor parishes is often insuperable. The Bill introduced last session, proposing to extend some Government aid to schools of this description, without the qualification of a certificate on the part of the teacher, met with very general approval. One diocesan inspector of considerable experience and extensive acquaintance with North Wales expressed to me an opinion that immediately such a system was inaugurated a large number of men and women, of natural aptitude for the work, would turn their attention to scholastic pursuits. I confess I do not myself entertain such sanguine expectations.

Principle of extending Government aid to non-certificated teachers satisfactory, if in place of the certificate a certain amount of training was insisted upon.

Should such a system be introduced, I beg for my own part to express a hope that it will not be unaccompanied by conditions rendering imperative at least a certain amount of training; for, with due acknowledgment of the much good that has been effected by untrained teachers in their day, I must admit that if I wanted to find a striking contrast to the "ingenious "French cook," I should certainly seek it amongst them.

Night Schools.

On this subject I have very little to say. The extensive character of my district renders it impossible for me to conduct the examination of many night schools. Those I have actually attended are Bodfierig, Flint, Rhuddlan, Boys', St. Ann's, and Wrexham. With that of Flint I was greatly pleased.

The following are the remarks suggested by the conduct of the attendants on the night of inspection:—"Fifty-two were "present; the majority of them grown up; several of them "above 21. These, at their own request, were examined "with the rest; their conduct throughout was exemplary, "and altogether such as indicated a judicious and energetic "management and a thorough appreciation of the benefits "attending it on the part of the taught."

Desirable to extend grant to all under 25.

At Bodfierig and St. Ann's were also several above 21. Would it not be desirable to extend the grant to those who have exceeded the prescribed age, say to all who are under 25? I must admit, however, that taken as a whole this district appears somewhat insensible to the advantages of night schools. As a case in point I may refer to my old parish, where a night school was started on two occasions, and on both occasions it died a premature death. At the outset it promised well; but with the approach of Christmas it flagged; and after Christmas it was found impossible to induce the scholars to re-assemble in good numbers. I should also add that this parish is more favourably circumstanced than most parishes. The master is popular, the population is fairly concentrated, and the class of young men who might naturally be expected to gladly avail themselves of the opportunity have abundant leisure for doing so every alternate week. The failure I attribute to indifference, or at least to want of due appreciation of the advantages of education.

Night schools, however, not prosperous as a whole.

The best schools in the district.

Of the schools which stand in the first class the following are worthy of especial mention:—Bangor, boys'; Carnarvon, girls'; Conway, infants'; Holyhead, girls'. Bodelwyddan, Flint, Llanystumdwy, Portmadoc, St. Mark's, Conah's Quay, mixed; and considering their very outlandish character, Aberdaron and Llanuwchllyn.

Schools that have made very rapid progress.

The following also, although they are not in the first class, deserve especial commendation for the very marked progress which they have made in the course of twelve months, both in point of attendance and attainments:—Bronyfoel, Criccieth, Pentraeth, Pontnewyndd, Ruthin, and Trefnant.

Two departments eminent above the rest.

Of all these, two enjoy a kind of isolated prominence; Conway infants' and Holyhead girls'. These departments are of a model character. In justice to other schools, however, I must not conceal the fact that these have peculiar advantages. Both are well furnished with all necessary apparatus; both have an excellent staff of teachers; and, what is of no minor importance, both are in the hands of excellent managers. The Conway infants' school has valuable friends in the vicar's daughters, who take a very lively interest in

The peculiar advantages of these.

its welfare. Holyhead girls' school has the watchful superintendence of Dr. Briscoe, who spares neither time nor money to promote its efficiency. Dr. Briscoe has very kindly addressed to me a letter in which he describes very minutely the manner in which his school is conducted. His letter I shall append to this report, for the sake of the many managers who I know will be glad to learn the method pursued by such an authority as the vicar of Holyhead.

In my next report I hope to deal more largely in statistics, and to touch upon some points which space forbids me to handle now, and upon other points which, in consideration of my limited experience, I have left untouched on the present occasion.

In closing this report I beg, through its medium, to convey my gratitude to the school managers with whom I have come in contact for the great kindness I have received at their hands. It becomes me also to feel thankful that my health has so far enabled me to keep every engagement that I have made.

I have the honour to be, &c.

E. T. Watts.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix.

The following is the Scripture Programme for pupil-teachers until further notice:—

First year.—Genesis and Exodus; St. Matthew, especially chapters v., vii., and xiii.; the Catechism with meaning of terms.

Second year.—Numbers and Deuteronomy; St. Luke; Catechism with Scripture proofs.

Third year.—Joshua, Judges, and Ruth; St. John; Catechism as before; the order of Morning Service.

Fourth year.—I. and II. Samuel; Acts to chapter xxi. inclusive; Catechism as before; Evening Service and Litany.

Fifth year.—I. and II. Kings; Acts to the end; Communion Service; Catechism and Liturgy as before.

My dear Sir, Vicarage, Holyhead, Dec. 12, 1868.

As your report of the Holyhead National girls' school was so favourable last May, I take the liberty of sending you the following notes upon our course of instruction, &c.

The first thing we attend to is the purification of the air in the school-room, and therefore we have two good fires in the winter, and the upper part of our windows open in the summer, which, aided by three or four funnel-shaped openings in the roof, with an apparatus outside to prevent the rain from coming in, fully accomplish this object. The next thing is the proper arrangement of every class in three divisions, the best arithmeticians being the first, and placed behind the

other two; the second division, the second best arithmeticians, being in the middle desk; and the third in front. Thus every child has in front of her a weaker band than herself from whom she would not think of copying, and alongside of her one whom she may consider to be her equal indeed, but yet not more likely to be right than herself, and therefore not worth copying from. I once was much amused with a first division girl in Standard IV., whom I caught looking at her neighbour's slate; being taxed with copying, she firmly denied it; and on my saying that I saw her looking at the slate, she said, "I was only looking to "see if she was right."

We consider that a perfect knowledge of the multiplication table is a *sine quâ non* for learning arithmetic, and that without it all attempts are vain. On this account every class with the exception of the first (which repeats it on *alternate* days with the tables of weights and measures) repeats it every day before their sums are dictated to them, not to a chant, but as rapidly as they can, the senior classes getting through it in two minutes and the others in three. But with the candidates for Standard II. and III. something more than a run through this table is necessary; and on account of its great importance, I give you a minute account of this exercise, which occupies only two minutes, viz., multiplying every number by itself from 1 to 12, *e.g.*, once one is one, twice 2 are 4, &c.; adding every number to its own self from 1 to 12, *e.g.*, 1 and 1 are 2, 2 and 2 are 4, &c., and then repeating the process backwards; repeating 8 times 7 are 56, and 7 times 8 are 56; 6 times 5 are 30, and 5 times 6 are 30; 9 times 7 are 63, and 7 times 9 are 63; 8 times 9 are 72, and 9 times 8 are 72; deducting 10 from 20, &c. downwards, one from 10, &c. downwards, and 2, 3, &c. upwards from 10; and then saying, "7 and 8 are 15, and 8 and 7 are 15; 7 from 15 "leaves 8, and 8 from 15 leaves 7." And in order that the foundation may be laid as early as possible, even the candidates for Standard I., standing alongside Standard II., learn to repeat the greater portion of this exercise, and are taught the whole of the multiplication table.

Every class has three sums dictated to it *once* after going through the above work, leaving the teacher at liberty to watch that no copying is attempted, an offence that is very rarely committed. The first division of a class soon becomes proficient enough to work their sums correctly, or nearly so, in half the time allotted to this lesson; and when a child in Standard II. and III. does so, she is sent to join a class that is reading the Bible, and not kept to see the sums worked on the black-board. The three lowest Standards are taught ahead of their examination work; and thus by the time the examination arrives Standard I. is nearly equal to Standard II. sums, Standard II. can multiply by three places of figures, and Standard III. having been put to compound subtraction and division immediately after passing Standard II., is somewhat advanced in the sums of Standard IV., and finds the sums given at the examination to be a matter of no great difficulty.

The consequence of this method of instruction is that no girl of average ability, and coming fairly to school, ever fails of passing in arithmetic in the four lowest Standards, excepting from the perplexity caused by the "cards" given to Standard IV. The rules that children find most difficult are subtraction and division; in the former of which we use the *old fashion* of borrowing and adding the loan to the lower line, which, though not scientifically correct, is right in its results, and far easier than the modern plan; and as to the former, the table of the division written on the side of the black-board reduces the difficulty to a minimum, and may in a short time be dispensed with as the children become familiar with the operation.

Many of H. M. inspectors, in their reports, speak very unfavourably

of girls' performances in arithmetic; but my experience is that young girls up to Standard II. inclusive learn it quicker than boys do, that in Standard III. they are on a par with boys, but afterwards are distanced by them; that they all like the lesson, and give greater attention to it than to anything else excepting history. Some inspectors disapprove of the use of the fingers in adding and subtracting, but I think their view a wrong one, for you cannot teach young children the short cuts that older arithmeticians use. I agree with them, however, in condemning "strokes," and we never allow them. I ought to have stated that the method of subtraction used by our little ones is counting after the figure to be subtracted up to the minuend.

We have no patent method for reading and writing. Daily practice and frequent transcribing, spelling without book all the hard words in the reading lesson, and even the easy ones when there are others of a similar sound, several hard words dictated to form part of the home lessons (together with sums) and to be retained on the slate till the morrow, and care taken that the reading is in a natural tone, and with the last consonant of every word distinctly sounded, are the usual course, and I do not know of a better one. Sometimes a whole class reads simultaneously, but I do not think it a good plan; but we do it in deference to the opinion of its advocates. But as in arithmetic, so also in reading, the lower Standards are kept ahead of their examination work, each frequently using the reading book of the Standard above it. The children being thus frequently taught in a harder book find their own easy, and feel no little pride in reading the book of the Standard they are aspiring to. A similar feeling attends their working sums above their Standard. The children of the first class of course can enjoy no such pleasure, but I find a fair substitute for it in explanations of such words as archbishop, parliament, &c., in the derivation of such words as Mediterranean, Himalaya, Arctic, &c., and in information about things they do not find in their books. The books which we use are those published for the several Standards by the Christian Knowledge Society.

Our "special subject" is history; and for it the thing first taught is a genealogical table of our sovereigns from the Norman conquest down to our present queen, simply marking down enough to show the descent of each one. The shell having been thus constructed any part of it may afterwards be chosen for completion. As Aristotle says, Eth. Nic. I. 7, *δεῖ γὰρ ἴσως ὑποτυπῶσαι πρῶτον, εἶθ' ὕστερον ἀναγράψαι.* But then *προαγαγεῖν καὶ διαρθρῶσαι τὰ . . . ἐν τῇ περιγραφῇ* is the work, for the genealogical table is easily learnt. By frequently drawing the genealogical table on their slates the children become quite familiar with it, and have it in their minds, as a picture, when history is their lesson; and thus the eye having assisted the ear in this subject, they easily place any historical fact in its proper position. Though this table is really the text book, the History of England published by the Christian Knowledge Society is read, though not offered as a reading book at the annual examination for the following reason, viz., it is too hard a book for Standard IV., and is not admissible (because it contains no poetry) for Standard V., although admirably adapted for it. In addition to the regular history lesson once a week, a little instruction in this subject is given every day, with particular reference to dates and to the geography involved in it. This kind of instruction is of course only applicable to the first and second classes; but yet even Standard I. is initiated in it to a certain extent, being taught some rhymes of the Wars of the Roses, of the reign of Charles I., and of the sovereigns from Edward IV. to Queen Victoria.

Our teaching of Holy Scripture is much the same as that of most other schools.

That a school may arrive at a high state of efficiency it is not enough that you should have a healthy room and a good system, but you must also have a thoroughly trained teacher (for teaching is as much an art as clockmaking is), a sufficient staff of pupil-teachers, all with their heart in the work, and also a manager equally fond of it, who giving himself to the work of teaching regularly, and not by fits and starts, inspires the whole staff and even the children with an alacrity equal to his own. And I am sure that such a manager meets with a most abundant reward in the affection of the children. Nor must it be forgotten that the foundation is to be especially attended to, and that, therefore, if any pupil-teacher surpasses the others in kindness of temper and in skill in teaching, she ought to be assigned to the little "dots," as one of our most distinguished prelates designated them.

I am, &c.

Rev. E. T. Watts, M.A., H.M. Inspector of Schools, &c.

THOS. BRISCOE.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, J. BOWSTEAD, Esq., *on the* BRITISH *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* GLOUCESTER, MONMOUTH, BRECKNOCK, *and* GLAMORGAN.

MY LORDS, January 1869.

Statistics of district.

DURING the year which ended on the 31st of August last I inspected 139 institutions, embracing 190 separate day schools. Six of these were visited for the purpose of simple inspection only; the remaining 184 were schools that claimed annual grants, and received among them the sum of 10,749*l.* 18*s.* 1*d.* as the result of my examinations. There were 32,467 children on the registers of these 184 day schools, 28,516 present on the day of examination, and an average attendance throughout the year of 22,351; whilst accommodation at the rate of eight square feet of superficial area per child was provided in these schools for 32,455 children. Thus the number of children on the books actually exceeded the accommodation provided, while the number present on the day of inspection was nearly 88 per cent., and the average attendance was nearly 69 per cent. of the number that might have been conveniently admitted.

Comparison with other parts of the country.

If these results be compared with last year's tables for the whole of England, they will be found to be very remarkable. Your Lordships' Minutes do not give the whole number of names on the school registers, but they show that, taking all the schools in England which received annual grants in the year ended 31 August 1867, the number present at examination was about 72½ per cent. of the number for whom accommodation was provided, and the average attendance was not quite 59 per cent. of the same number. Thus in my district the number of children present on the day of examination, viewed in relation to the accommodation provided, exceeded the corresponding number for the whole of England in the proportion of 88 to 72½, whilst the average attendance in my district, compared in the same way, was in excess of the general result for England in the proportion of 69 to 59. In other words, the annual grant schools in my district were much fuller, both on the day of examination and throughout the year, than the similarly situated schools in the rest of England.

Recent influx of scholars.

Had this comparison been made some years ago, I am persuaded that the result would have been very different. In fact, the figures for my district would then have corre-

sponded very nearly with the average for the whole country. But during the last two or three years I have observed the schools which I visit becoming gradually fuller season by season. I have thought that there were symptoms of an increasing desire among the working classes for the instruction of their children, and it has struck me that the class of schools which it is my duty to examine has been steadily growing in popularity. The statistics which I have quoted, and which are taken from tables prepared by resident officers of the Education Department, go far to confirm the truth of these impressions, and a still stronger confirmation is afforded by the unusual number of schools recently brought under inspection for the first time.

Appointment of inspector's assistant.

At the end of 1867 the number of new schools on the list for inspection was so great, and the prospect of augmented work in the district so serious, that I felt constrained to submit the state of things to your Lordships' secretary, and to request through him that some efficient means of meeting the difficulty might be adopted. There were two ways of doing this. Either the district might be diminished by transferring a part of it to some other inspector, or such assistance might be afforded as would enable me to continue in charge of the whole of the ground over which my supervision had previously extended. The Lord President preferred the latter alternative; an inspector's assistant was granted to me early in the past year, and the valuable aid thus accorded has enabled me to visit in due course every Protestant elementary school not connected with the Established Church, which has as yet applied for annual public aid within the four counties of Gloucester, Monmouth, Brecknock, and Glamorgan.

Great lack of aided schools.

I have already intimated that this class of schools is increasing in number very fast, and I have reason to believe that other classes of elementary schools are also extending themselves over the district with considerable rapidity; but it must not be supposed that the supply of elementary public schools is as yet by any means what it ought to be. Your Lordships have directed me to be furnished with a copy of a very instructive return,* which was ordered by the House of Commons to be printed in February last, and which gives the number of schools throughout England and Wales that have been aided by Parliamentary grants, with their accommodation and average attendance. This return, the substantial accuracy of which I see no reason to doubt, enumerates 793 parishes, townships, or places within the limits of

* Parliamentary Paper, No. 114, of the session of 1868.

my district, and shows that there are aided schools in 291 of those places, whilst in 502 of them there are no such schools. In other words, there are aided schools in somewhat less than three-eighths of the places named, but none in the remaining five-eighths.

Want not adequately supplied by unaided schools.

It must not, however, be understood that there are no elementary schools at all in the 502 places which have not availed themselves of public aid. I am personally cognizant of the existence of elementary schools in some few of those places, and I have no doubt but that schools are to be found in a certain number of others; though they decline the offer of public assistance, in some cases because they are supported by wealthy proprietors who are prevented by prejudice or a mistaken feeling of dignity from seeking it, and in others because they believe that they cannot satisfy the conditions on which it is offered. But, relying partly on my own acquaintance with the district, and partly on the unanimous opinion expressed by those who have examined large numbers of unaided schools, I consider it quite safe to conclude that the schools which do exist in these 502 unaided places must be not only altogether inadequate in number and accommodation, but generally very poor in quality.

Number of places in which additional aided schools are wanted.

Neither should it be assumed that there ought to be a school in every one of the 502 places referred to. It is true that they are all places named in the census of 1861, and are either parishes, townships, hamlets, boroughs, chapelries, or other divisions known to the authorities at Somerset House. But many of them are too small to maintain a school of their own. In Gloucestershire, for instance, which is the best educated county in my district, 224 of the places enumerated are without any aided school; but 94 of these, having each less than 200 inhabitants, would perhaps be deemed too small to support schools of their own; and thus there remain only about 130 which could reasonably be called upon to establish separate schools. In Brecknockshire the number of unaided places is 64, but 34 of these have less than 200 inhabitants; and if we assume the same standard as before for the smallest population that may be expected to maintain a separate school, it follows that only about 30 places remain to be brought into connexion with the system of public aid. It is impossible, however, to take any inflexible numerical limit, as applicable to all parts of the country, for the size of a place which ought to have a school of its own. It is necessary to look at area as well as population. Children cannot travel more than a certain number of miles daily to and from school, and if the possession of 200 inhabitants be a fair criterion in Gloucestershire it must be too high a figure for

the more thinly populated parts of Brecknockshire. The question of combination has also to be considered. Many of these small places lie contiguous to one another, and may, by uniting their resources, advantageously establish a school between them; and the same plan is obviously applicable to some places of larger population. On the whole, making allowance for combinations both of very small and of some larger places, and carefully considering the varying circumstances of different parts of my district, I think it may be roughly estimated that public elementary schools ought to be maintained in at least one half of the 502 places which have been returned as having at present no aided schools.

Estimate of number of schools required.

This calculation, on the moderation of which I have the firmest reliance, but which is at best only an approximation, shows that in my district alone there are probably at least 250 centres of instruction remaining to be brought into connexion with the public provision for elementary education; and it must not be supposed that this can be accomplished by means of 250 schools. Many of these places are large ones, and require more than a single school. Thus the parish of Mangotsfield, in Gloucestershire, which is without an aided school, has 4,222 inhabitants, and requires at least three schools for the accommodation of its 600 or 700 children of school age; whilst the parish of Berkeley, in the same county, which is equally destitute of any aided school, having a population of 4,316 persons, and the large area of 15,740 acres, requires a still greater number of schools. Nor are these the only cases of the kind. The parish of Llangattock, in Brecknockshire, with 5,759 inhabitants, and an area of 9,597 acres, has no aided school; neither has the parish of Roath in Glamorganshire, with 3,044 inhabitants; nor the parish of Machen, in Monmouthshire, with 2,700 inhabitants; whilst of parishes having more than 1,000 inhabitants, but no aided school, a long list might be formed. It is not, therefore, too much to say that, in my district alone, there must in all probability be at least 300 additional public schools before education can be made accessible to the whole of the working population.

Compulsory education requires that all schools submit to examination.

I do not forget the few elementary schools which are to be found scattered about in unaided places. Such of them as can be brought up to the needful standard of efficiency will doubtless come under inspection at no distant date, and they are not numerous enough to make any serious difference in our calculations. The existence of the rest may be ignored; for the recent Acts of Parliament concerning factories and workshops have already made education

to a large extent compulsory, and, whether these provisions be extended or not, it may be taken for granted that the law will not permanently compel any class of parents to send their children to schools which do not submit the value of the instruction they afford to some public test.

General statistics fallacious.

There are persons, I am aware, who look only at the general result of our educational statistics, and are quite satisfied with what they find there; they have before them a certain population and a certain amount of school accommodation; and if the latter bear a not very inadequate proportion to the former, they jump to the conclusion that the means of education are satisfactorily diffused over the whole country. It never occurs to them that there may be a plethora of schools in one set of places and an absolute dearth in another set; but this is just what is proved to be the case by the Parliamentary Return already referred to, and it is in this perhaps that the value of its detailed statements chiefly consists. It shows, for instance, that there are in my district 535 aided schools, which afford accommodation, at the rate of 10 square feet of superficial area per child, for 79,111 children, or about one-thirteenth part of the population, a result which may perhaps be thought not altogether unsatisfactory as an average. But it remains to be added that, out of nearly 800 enumerated places in the district, there are scarcely 300 which possess aided schools, whilst there are fully 500 which are destitute of that advantage. Most of the 300 places are doubtless well supplied, for they have amongst them the whole 535 aided schools, affording accommodation for 79,111 children. But the 500 places have no schools at all that avail themselves of the Parliamentary grant, and there is reason to believe that the few unaided and semi-private elementary schools which are scattered here and there amongst them, are generally, though not invariably, of the least efficient class. To bring the means of a sound education fairly within reach of the labouring classes in these 500 places, it will probably be necessary to have at least 300 additional elementary schools in connexion with the Government.

Probable result for the whole of England and Wales.

I have purposely limited these calculations to my own district, not feeling at liberty, in such a report as this, to apply a similar analysis to the whole of England and Wales. But a glance at the pages of the Blue Book, disclosing, as it does in almost every county, long series of blanks in the columns for schools, satisfies me that, if the whole return were carefully examined, it would disclose results similar in kind to those at which I have arrived, though they might often differ considerably in degree.

I submit, then, that there is a most pressing want of a large number of additional elementary schools, and I venture to add that I see no chance of this want being supplied within any reasonable time under our present system. One of the first principles of that system is, that the Government must always wait for local action, and never take the initiative in establishing a school; and the more knowledge one acquires of local circumstances from year to year, the more difficult it becomes to conceive that local difficulties can ever be universally overcome, unless some pressure be applied from without. What means the Government should employ in order to set the various localities in motion, it is not within my province to suggest. But one of the preliminary steps would probably be to ascertain as exactly as possible the actual wants of the least educated districts; and the Parliamentary return of 1868, to which I have so often referred, would afford most valuable aid in the conduct of such an investigation; with its help and with some local knowledge, any intelligent person, sufficiently acquainted with school affairs, might easily form reliable estimates of the number and size of the schools required, the cost of their erection and maintenance, and the scale of rates (if any) which would have to be imposed in any given district.

Want not likely to be supplied under present system.

But the amount of additional school accommodation to be provided is by no means the only question to be considered. There is at least one other point of surpassing importance, and that is the kind of school which ought to be established by public authority. I have often seen it asserted that the working classes care nothing about the principles inculcated in the schools in which their offspring are to be educated, and that, if the children of this class be well instructed in reading, writing, and arithmetic, their parents are utterly regardless of every other consideration; and I must admit the existence of facts which seem at first sight to support this assertion. There is undoubtedly among the labouring population a class of persons who have just enlightenment enough to see the value of elementary instruction, but who have no appreciation of the importance of proper moral or religious training. I have even known managers of Protestant schools complain that many Protestant parents feel no scruple about sending their children to Roman Catholic schools. But those who act in this manner do not belong to the better portion of the working class. They are rather its dregs. Wherever working men are congregated there are in these days some intelligent and thoughtful and earnest men, and these men, in the long run, are the guides and rulers of their fellow workmen. It is to such men as these

Kind of school required.

that we must look for a true interpretation of the feelings and views of the body to which they belong, and we cannot look far without discovering that they are by no means indifferent to the principles in which their children are to be brought up.

Anxiety of working classes to get unsectarian schools.

In every part of England with which I am acquainted (and I have inspected schools in some 20 English counties), I have found numerous instances of sacrifices made by working men, and by others in almost equally humble positions, for the sole purpose of securing for their children an education which should be consonant with their own views of religious polity or principle. But in Wales the feeling upon this subject pervades the whole mass of the common people, and its development may almost be said to constitute the history of educational progress in the Principality during the last few years. Education on the principles of the Established Church has been freely and extensively offered to the Welsh people, both in week-day schools and in Sunday schools; but nine-tenths of them are nonconformists, and instead of accepting these offers they have everywhere struggled, or are still struggling, at whatever cost, to establish unsectarian schools of their own, and to free themselves from what they regard as the trammels of Church Catechism, Church formularies, and Church influence. The exertions that are put forth and the sacrifices that are made with this view by persons, from whom such exertions and such sacrifices are least to be expected, are really remarkable.

Schools supported by stoppages from wages.

It is a common practice in South Wales for masters of works to form a school fund by deducting a small poundage from every workman's wages, whether the workmen have children or not, and by means of this fund to give a free education to all the children of the people employed. It is much to the credit of a great majority of the employers that they consult the wishes of the working population in the class of schools which they establish, and wherever this is the case the system produces admirable results. This is the case at Dowlais, Mountain Ash, Ebbw Vale, Sirhowy, Maesteg, Tondu, the Hafod and Kilvey Copper Works near Swansea, the Margam Copper Works, and many others. At all these places large and well-organized schools, in which the religious teaching is based solely on the Bible and is strictly neutral as between different sects, have been established by means of a poundage on wages; all the schools give entire satisfaction to the workmen, whilst most of them are in admirable condition; and if a general system of compulsory education were introduced forthwith these works would be prepared to meet the demand.

But there is another class of works in which the employers use the fund collected by a deduction from the men's wages to establish Church schools, and to bring up in Church principles a set of children whose parents are generally dissenters in the proportion of at least nine to one.*

In some cases of this kind which have come under my notice I find great discontent prevailing among the people employed. In several of them the workmen submit, as they are obliged to do, to the deduction of the poundage, but send their children to other schools and pay the usual school fees for them there. Thus they pay twice over for the education of their families, once in the works by a deduction from their wages, in return for which they get nothing that they can conscientiously accept, and a second time in providing weekly school pence for the instruction which is in accordance with their views. Nay, in many instances they have done more than this; they have built schools at their own expense.

Workmen obliged to build neutral schools for themselves.

In the Swansea valley alone three schools have been built under these circumstances, namely, the British schools at Ystalyfera, Ystradgynlais, and Abercrave, and they are all in receipt of annual aid from the Parliamentary fund. Thus in small places (for Abercrave especially is a very thinly populated place) we see two schools standing side by side where one would amply suffice; the one upheld in handsome style by the master of the works out of a poundage levied on his workmen's wages, the other supported with great difficulty by the workmen themselves, who voluntarily levy a second charge on their wages for the purpose. This is a serious waste of educational resources, and that is not the only evil. The two schools destroy each other's discipline, and it thus becomes impossible for either to be a thoroughly good one. The competition between them is not altogether of a wholesome kind, for much of it must consist in a rivalry between the teachers as to the most effectual means of humouring the children and their parents.

Evils attending denominational schools.

This seemingly unnecessary multiplication of different classes of schools is very common in Wales, not only in connexion with works, but in small agricultural towns and villages, and it has many inconveniences. It sends two, and sometimes even three, of your Lordships' officers to a remote locality in order to execute separate portions of a piece of

* It is at least doubtful whether the masters are legally entitled to devote the workmen's wages to support schools of which the workmen disapprove. A cause, involving this question, was recently tried before a very able and distinguished county court judge in Glamorganshire; and his decision, so far as it went, was in favour of the right of the workmen to have a voice in the selection of the schools which their children are to attend.

work which could easily be done in its entirety by any one of them in the course of a few hours. It also divides the inhabitants from their earliest infancy into different, if not hostile, sets. In parishes where these opposition schools exist, the children, instead of being trained up together in the same studies and the same sports, are drafted into opposite camps as soon as they can go to school, and are thus forced to take part in an antagonism which they cannot understand, and which at their tender age should be carefully kept out of sight wherever it exists. It is, perhaps, an atoning circumstance that cases of this kind prove the earnestness with which each party supports the views which it conscientiously entertains, but this very earnestness renders the prospect of combined action a very unpromising one. If a school rate for the maintenance of Church schools were attempted to be imposed in Wales, it would certainly be resisted by the great body of the people, who are nonconformists, and are almost universally determined that their children shall not be brought up under Church influences. On the other hand, if the proposed rate were for the support of British or neutral schools, such as are popular with the working classes, it would incur the unmitigated hostility of the principal landowners, who for the most part belong to the Established Church.

Progress of opinion in favour of secular schools.

It is probably the consideration of difficulties of this kind that has recently given rise, in my district, to a marked change of feeling on the subject of purely secular schools. This subject has been repeatedly brought under my notice within the last two years, and that too, in many instances, by persons of known religious earnestness, who cannot for a moment be suspected of any feeling akin to indifference as to the religious bringing up of children. Men of this class have become more alive than heretofore to the mischief caused by divisions in the matter of elementary education, and experience has taught them how impracticable it is to heal these divisions so long as the elementary schoolmaster is regarded as a professed teacher of religion. The majority indeed of the nonconformists are quite satisfied with the British and Foreign School system of undenominational Bible teaching, but that system has found no favour with the clergy of the established Church, and it is still less suited to the Roman Catholic part of the population. The Irish element has become a very considerable one in South Wales and on all the western coast of England, and the terms on which the Irish are to dwell by the side of their Welsh and English fellow workers constitutes a question of national importance. At present they seem to isolate themselves as

much as possible. They dwell in separate streets and separate parts of the towns, and wherever it is possible they send their children to separate schools, which of course are Roman Catholic schools. In the opinion of most of those who have spoken to me upon the subject, this separation is much to be lamented, and the best thing which could happen (best, not only for the Irish themselves but also for those among whom they live and for the nation at large,) would be, that the Irish should mingle as speedily and completely as possible with the old population. The amalgamation of the races would doubtless be promoted by a common education, and this is felt to be an object that would be worth some sacrifice.

Separation of religious from secular teaching.

Looking then at the difficulties caused, first as between Church and dissent, and secondly as between Protestants and Catholics, by giving direct religious instruction in elementary schools, and considering also the importance of establishing some general system of schools, to be supported by a public fund to which all could conscientiously contribute, many eminent educationists in my district have arrived at the conclusion that the work of the elementary schoolmaster should be limited to reading, writing, arithmetic, and other purely secular elements of knowledge. In the event of such a change being made, they would still consider it quite as important as it is now, to have in the schoolmaster a man of religious character and one who would be likely to impress a religious tone upon his pupils, but they would relieve him altogether from the direct inculcation of religious lessons. They believe that there would be many advantages in having religion taught apart from the ordinary class work of a busy and somewhat noisy day school with all its humours and distractions, and that the organization of the various religious bodies throughout the country is in these days quite strong enough to enable them to find the means of communicating religious knowledge and giving a satisfactory religious training to the children connected with their several congregations; and they are moreover persuaded that the activity and intelligence of the several parties leave no room to doubt that this duty would be effectually discharged.

I report these views, not as being universally approved of, but as beginning to be extensively entertained, by managers and promoters of schools which I visit, and I submit them rather as being worthy of further ventilation than as results of settled conviction. I have endeavoured to show that the Government ought to provide a very large number of additional elementary schools, and I have alluded to some of the difficulties connected with the religious teaching to be given in those schools. I do not pretend to point out how those

difficulties may at once be overcome, but neither do I regard them as insuperable; and I think it may be plausibly urged that if the State, while securing every reasonable opportunity and the utmost freedom to the teaching of religion in schools by the various denominations, could see its way to confining the direct work of the elementary teacher as well as its own supervision wholly and exclusively to instruction in secular matters, one great impediment to the establishment of a general system of national education would be removed, and there would appear to be some probability of witnessing its early realization.

I believe that the working classes in this country have a sincere and growing desire to see their children instructed in the ordinary elements of secular knowledge, and that they are also anxious to have them brought up in those religious tenets to which they themselves are attached; but they have ceased to regard these two objects as inseparably connected, or as objects that must necessarily be secured through one and the same agency. They would be willing, on the contrary, to see the secular instruction of their children given in schools common to all and supported, or at least aided, by some common public fund, whilst their religious training was provided for by those organizations of the various denominations which extend over every part of the country, and in connexion with the various congregations to which they themselves belong. Under such a system secular instruction might be rendered accessible to all, while religious opinion would be left free and unfettered, and these are two objects which, in my district at least, the people have very much at heart.

Refusal of sites for schools.

Another question, which is of importance as affecting the progress of education in my district, is that of school sites. I constantly meet with cases where some single individual is lord paramount of a whole district, and where that individual or his agents refuse either to give or sell a piece of ground for the erection of school premises, however pressing may be the want of them. Sometimes objection is made to the proposed school because it is a British one, sometimes because it is to be under inspection, and sometimes simply because it is a school. Occasionally it happens that, where there are two or three landowners in a place, each of them has some one of these objections to urge. I will not enumerate all the cases of this kind which have come under my notice; but without giving details I may mention the names of three very important places, in which the school accommodation at this moment is shamefully inadequate, simply because sites, that could be granted apparently without the least inconvenience,

are absolutely refused. These places are Brynmawr and Beaufort on the borders of Brecknockshire and Monmouthshire, and Treherbert in the Rhondda valley in Glamorganshire. Each of these places is inhabited by an industrial population amounting to some thousands, and the hardship inflicted is very grievous.

How to meet this difficulty.

Now it seems to me that a remedy should be sought for grievances of this kind, and that an adequate one might easily be found. Let a public officer be sent to report upon all such cases as I have alluded to, and in the event of his deciding that a school is wanted, let power be given by Act of Parliament to some public authority to summon a jury, to have a value set upon the land that is required, and to compel the owner to give it up on receiving its price. If it be said that this would inflict a hardship on the landowner, it may be replied that it is certainly not a greater hardship than the compulsory taking of a man's land for a railway, and that the necessity is quite as urgent. No general system of national education can ever be extended over the whole country without having powers of this kind granted to the administering department, and he landowner, who brings a large population to live upon his property, has clearly no more right to keep them in ignorance than he has to keep them without roads.

I have the honour to be, &c.

J. Bowstead.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1868, *by Her Majesty's Inspector*, J. D. Morell, LL.D., *on the* British *and other* Protestant Schools, *inspected by him in the* South-Eastern Counties *of* England.

My Lords, January 26, 1869.

It is now two years since I had the honour of reporting to you on the state of education in the schools to which my inspection extends. In that report I found it necessary to make some representations as to the *defects* which appeared to have grown up under the action of the present code. One of the principal of these was the *mechanical* tone which appeared to be encouraged in the schools, and the want of intellectual stimulus generally. These results I accounted for by the desuetude into which the teaching of higher subjects had fallen, and the limited horizon of thought which was ordinarily developed in connexion with reading, writing, and arithmetic.

Effects of Minute of February 20, 1867.

The tide, I trust, has now begun to turn the other way. The Minute of 20 February 1867 has certainly drawn renewed attention to the deficiency just alluded to, and in many schools where the instruction in grammar, geography, and English history had either been wholly discontinued or reduced to a well nigh useless minimum, there has been some effort apparent to revive them, and render them a part of the daily routine. The constitution of a seventh Standard has also had some good effect in the same direction, but, over and above this, I have often found that where no examination in any of the higher subjects is *invited*, this does not arise from the fact that such subjects are not taught in the school, so much as from inability or indisposition on the part of the managers to fulfil the *other* conditions on which the extra grant depends. Many of the schools, when no scholars are presented in the higher subjects, I have reason to think, could make as good an appearance, were such examination to be held, as most of the others. But the scholars are withheld from it partly from the idea that it might interfere with the lower examination, and partly from not being able to challenge the extra grant in consequence of the unfulfilled conditions.

Obstacles to the working of the new Minute.

The reasons why these conditions so often remain unfulfilled are two-fold. First, because in many they entail the payment of another pupil-teacher, while the sum attainable by the additional grant is by no means sufficient to cover the extra expenses thus incurred; and, secondly, because the schools referred to are frequently subjected to such an influx

of juvenile scholars that it is difficult, if not impossible, to bring *one-fifth* of the average attendance up to the point where grammar, geography, or history lessons form a natural part of the daily routine.

Difficulty of obtaining pupil-teachers.

I do not find that the new Minute has had any very decided effect in increasing the number of pupil-teachers. The difficulty of obtaining them still forms a standing ground of complaint amongst schoolmasters and school committees in almost every part of the country. The pupil-teacher system undoubtedly suffered a very considerable collapse with the adoption of the new Code, both as to the quantity and quality of the candidates, and from this collapse we are only as yet very slowly recovering. The authorities of the training schools complain greatly of the want of proper mental culture in the present Queen's scholars compared with what they ordinarily found some 8 or 10 years ago. The fact is that the masters (guided by the Code) give less time to their instruction than was formerly the case, and are not induced to make such a regular business of it as they used to do when the respective staffs of pupil-teachers in the schools were larger and more imposing. They cram often just enough into them to help them through the annual examination, but do not seem to aim at accomplishing very much more.

I am satisfied that teachers would find it greatly to their own advantage, and reap an abundant reward in the advanced years of the apprenticeship, if they gave more time and more systematic work to the instruction of their pupil-teachers. I do not include all teachers in these remarks, for there are undoubtedly some who still train their pupil-teachers remarkably well, but it applies I think to a large number of those now in charge of elementary schools.

Increase of schools under inspection.

The last year has been characterised by a considerable increase in the number of British and denominational schools claiming grants from the Privy Council. This has arisen in great measure from the resolution of the Congregational Board of England and Wales to withdraw their opposition from the governmental system of pecuniary aid, and to allow their students to pass examinations for gaining certificates of merit. In my own district alone (which is not one of those in which schools of this class are the most numerous,) there are two schools in Southampton, four in Brighton, two in or near Winchester, beside others in Farnham, Odiham, and various suburban localities on the south side of London, which have recently applied in pursuance of the above resolution for the examination of their teachers, and prospective grants. The last fortress of the purely voluntary

system of national education has thus succumbed to the necessities of the case—succumbed however unwillingly, and with the hope ofttimes expressed that the Government will in the long run have to assume practically a purely secular attitude in relation to the education of the people.

Nonconformist point of view.

As a large number of the schools now claiming annual grants in my district belong to the dissenting communities, and many more schools of the same class appear to be on the eve of placing themselves under Government inspection, it may not be improper here to record for your Lordships' information the view ordinarily taken by these communities respecting the nature of primary education, and the connexion which ought to exist between it and the Government of the country. Many suppose that the majority of the dissenters advocate a *purely secular* system of education. But this is by no means the case. They almost all approve of religious teaching in the day school, not based indeed on any distinctive catechism, but given in connexion with the daily Bible lesson. They consider, however, that this is a part of the education of the country with which Government, *as such*, should have nothing to do, that as those composing the entire legislature do not themselves agree in any assignable religious tenets, while they all, on the other hand, agree in educating the youth of the country in reading, writing, arithmetic, geography, and grammar, they should hold themselves responsible for instruction only in secular subjects, leaving the religious element in all schools alike to the local visitors or promoters. Thus they consider that the schools should be secular *quoad* the Government, but religious *quoad* the managers. This point of view they hold not only to be the best for the welfare of the country, but the only one which places all the school constituencies on a fair and equal footing, and they look forward to the time as not far distant when all schools alike shall be supported as *secular* schools out of the proceeds of some system of equitable rating, option being left for the promoters of each school to append religious instruction at such time and in such manner as shall not interfere with the religious scruples of parents. In other words, they would place them all under a common conscience clause, which should leave the school free for religious teaching for those who wish it, and unobjectionable to those who do not. The whole of the dissenting communities would, I imagine, co-operate at once with the greatest alacrity in any system of education grounded on a basis similar to that above described. On the other hand, considering that the legislature has to educate the children of Presbyterians in Scotland, of Catholics in Ireland, of mem-

bers of the Established Church, of Wesleyans, and of various other bodies of dissenters in England, they can see no chance of meeting the difficulties of the case except by taking one uniform secular attitude towards the whole. Of course it is not my business to say how far these views are well grounded, I merely record opinions which I find to sway the minds of a large portion of the school constituencies in the country, and which, consequently, are to be regarded as a fact, bearing more or less upon the educational proceedings of the future.

Report on the separate branches of instruction.

To return, however, to more practical points, I will endeavour in a few words to indicate the condition and prospects of education in the separate branches to which the usual school programme extends.

Reading.

First of all, with regard to reading, it is time, I think, that more attention were paid to style and expression. Since the Revised Code was introduced great attention has been paid to the reading as far as *fluency* is concerned. Fluency of course is the main point to be aimed at in order to secure a "pass." When a scholar can read the portion of his lesson, which serves as a test of his reading capacity, straight through with technical accuracy, the inspector feels naturally bound to allow the grant. But fluency is after all only the foundation and starting point of good reading. There is a host of errors still to combat before the reading can be called good. The pronunciation must at any rate be approximately accurate, the logical structure of the passage must be made apparent, the accent must be thrown upon the proper words and phrases, the sentiment must be made apparent in the general tone and expression of the voice. Good reading, in this sense of the word, is certainly rare in our ordinary schools, particularly so when poetry has to be selected as the test, nay, even a large proportion of the pupil-teachers show a marked deficiency in this respect. Whether this deficiency arise from a want of general culture or from a want of special training in the art of reading it is difficult to say; but as the operation of the Code has for the most part secured fluency, style is certainly a point to which teachers generally ought now to be turning their attention. To secure clear, intelligent, and expressive reading would of itself involve an educating process of the greatest value.

Writing.

Another thing which has been secured to a large extent is the power of writing distinctly and accurately from dictation. The process of training by which this result is secured begins normally in the first Standard, where the children must be taught to make letters correctly, and I believe from past observation that the first steps towards

good or bad handwriting are usually taken here. In nothing is there a greater diversity seen in the different schools than in the kind or style of letters which are made by the youngest scholars. Some teachers have a remarkable faculty of producing good, round, well-shaped letters from the first Standard, in other cases the letters are small, indistinct, and straggling. I have generally found that when the letters are specially good the children are accustomed to copy them very large from the black-board, every stroke being carefully supervised and corrected by the teacher. The possibility of gaining an almost uniform excellence in the formation of letters amongst the younger scholars is so manifestly proved, by the actual results produced in the schools above mentioned, that it were well for all other teachers to consider how far the *want* of such results is owing to faulty methods or the neglect of sufficient revision. I feel quite convinced that if sufficient care were practised in these early stages, the subsequent labour of teaching to write in our schools generally would be reduced to a very small modicum, and that a good deal of time might thus be saved out of the average period of attendance in school for advancement in other subjects. This average is in our country so small that no gains of this kind ought to be neglected or undervalued.

Arithmetic. The third of the fundamental subjects required for annual grants is *arithmetic*. I have very little to add on this head to what has often been said before. Arithmetic is always *the subject* which presents the greatest difficulty of the three, and always shows the greatest proportion of failures. When perfect accuracy is attained, we generally find that the teacher has some special aptitude, which cannot be expected from all alike. I may, however, safely say that in many respects improvement has been going on in the methods of teaching arithmetic which will no doubt in the long run much diminish the average proportion of failures, and lead altogether to better results. This is more especially seen in the additional care bestowed upon the fundamental processes of numeration, in which the Revised Code at first starting detected very considerable and very wide-spread deficiencies. Girls continue to show, in point of arithmetical accuracy, greater weakness than boys, not so much, I am inclined to think, from any greater natural inaptitude in the female scholar as from the comparatively less interest and less systematic work which is devoted to the subject by the female teachers. Something also may be due to the demands of needlework upon the time of the girls within school hours, time which is often improved by the boys in favour of additional arithmetical exercise. But whatever be the cause, any

special deficiency, where it exists, can be overcome by special effort and attention.

Geography.

Of the extra subjects, geography and grammar are the two which have been the most frequently revived in consequence of the new Minute. Geography is naturally the favourite topic with the scholars, and is perhaps the most useful as a supplement to reading, writing, and arithmetic where the whole extent of the education, as in most primary schools, must be limited in time and range. The amount of collateral information conveyed in the geography lesson always ought to be and frequently is very considerable. In some cases, indeed, I find the lessons too verbal and technical to be of much use. The scholars in these cases have evidently been taught certain groups of words, such as the names of the cotton and woollen manufacturing towns; the exports and imports of England; the northern, midland, or southern group of counties; the principal rivers, mountain ranges, and so forth; while the geographical *ideas* under these phrases are very indistinct, and the knowledge consequently almost wholly valueless. In other cases (and those I hope are on the increase) the geography lesson is a really educating medium, by which the minds of the scholars become gradually opened to the realities and wonders of the world on which they live, and of the principal agencies in the progress of human civilization.

Grammar.

Grammar is taken up as an extra subject in the schools almost as frequently as geography, but it is much more rare to find here any considerable amount of accurate knowledge beyond definitions, or much clear-headedness in the appreciation of grammatical ideas. Indeed, with very few exceptions, the grammar examinations quite fail to reach that degree of excellence which was very commonly found in schools some years ago. The elements of sentence analysis is as yet but rarely included in the course of instruction, and without this parsing is almost sure to become technical and valueless.

Additional encouragements to teachers.

A question has been mooted in various parts of the country how far it might be desirable to give some additional encouragement to those teachers who can produce *more than ordinary* results. Under the old Code the payment by results was not recognized in any way, and each school after inspection received the full grant or none at all. Under the new Code payment by results became the *ostensible* principle lying at the basis of all annual grants. This principle is, however, as yet only very partially carried out. It is true that every scholar who fails to reach a certain standard is struck out of the paying list altogether, but

amongst those who *do* pass there is still a great variation in the scale of merit. Some teachers carry their work of preparation through the school with such a uniform vigour and thoroughness that the scholars not only pass the requisite examination, but pass it, so to say, and to spare. There is no question in their case whether the work presented is up to the proper mark or not, for nearly every scholar performs his allotted task with ease and certainty. In other schools, on the other hand, the scholars just float about the line which separates success from failure, and though a good proportion may appear eventually on the right side, yet they stand only *just* above the separating line, and only reach that position very likely by taking unwonted time and making unwonted effort. In both these cases the payments are pretty nearly precisely the same, while the results are very different, more different often than those which separate failure from success. To carry out the principle of payment by results there should be a higher scale of payment for good work than for moderate work. This could be accomplished either by lowering that scale for the one, or raising it for the other. Supposing, for example, where the work is unusually *good*, and the teacher professes some extra subject as well, the examination schedules were marked with some special sign like this ϕ to denote excellence, in place of a cross. Then if 1*s.* additional were given to the first hundred of such passes in the 4th, 5th, and 6th Standards, that would give a maximum bonus of 5*l.* additional to the teacher. The pay would, it is true, not be much for the special work he performs, but the mere fact of *receiving* such a mark of approbation would be probably more to him than the pecuniary value, and the stimulus to show work of a superior stamp would undoubtedly become considerable throughout the country. Thus a great incentive to improvement would be gained at a comparatively small cost, and if 1*s.* were *deducted* where the work is done *very moderately*, the additions and deductions would, in all probability, about balance each other.

The same principle might be adopted in reference to the pupil-teachers. An additional pound or thirty shillings granted for every paper marked good and deducted for every paper marked moderate would go far to diminish, if not remove, the ground of complaint which I have already mentioned as being often made by the training schools in reference to the moderate attainments of the candidates.

Educational problem of the future.

The educational problem of the future I imagine is not merely to supply a greater number of schools, but to raise the quality and tone of primary education throughout the

country. There are as yet some hundreds, if not thousands, of parishes in England where no inspection from any authoritative centre is admitted, and where the instruction of the people in that place consequently is simply the *reflex* of the ideas, whatever they may be, of some one or two individual promoters on whom it wholly devolves. Nor is the case frequently so very much better even where inspection is annually admitted. For here too the local ideas give the prevailing tone to the school, and thus the education of the people becomes a sort of *mosaic*, where every separate institution is carrying out its own particular notion, and nothing like a standard is either proposed or is the least likely to be attained.

Moreover, in a country like England, where little has been till recently accomplished for the instruction of the people, and where there has long been a dense population living in the depths of ignorance, the local standard of what popular education ought to be is almost necessarily low and imperfect. The possibility of elevating these masses to any *great* degree of intelligence appears so small and remote that we are apt tacitly to coincide in the notion, that all we have to do is to give the *merest elements* of mental and moral culture, and that when this is done the work of national education is accomplished. We forget that other countries around us are going rapidly far beyond this, that they have before them a much higher standard, and that the distinction of educated and uneducated classes is in their case being fast obliterated.

So natural and almost necessary does this distinction seem in our own country that there are still many who do not even *wish* to see it obliterated, who have no *desire* to do away with a comparatively uneducated class, and think ignorance, to a certain extent, a most wholesome thing for the well-being of society. This is an idea, I suppose, of which we shall all have ere long to disabuse ourselves. As machinery comes more and more into use *human* work becomes less mechanical, and more of the stamp usually designated by the term *skilled labour;* and skilled labour to be successfully carried on requires education and cultivated intelligence. The labour production of every country can without any doubt be doubled by the application of superior culture in the workman, aided by due instruction in the elements of science and art on the one hand, and of the most important laws of health and wealth on the other; nor do these things by any means lie wide apart from the moral progress of society, for the two first conditions of improvement here are proved by daily experience to be mental education and physical comfort. If neighbouring countries are pervaded by

education of a superior kind to our own, there can be no other result *in the end* than the loss of our trade, then of our wealth, then of our moral influence, and lastly of our power and prestige. Before this occurs let us hope that all the difficulties which lie in the way of the universal culture of our whole British population will have been fully cleared out of the way, and these results, so much to be deprecated, wholly intercepted.

Statistical conclusion.

In conclusion I have only to give a brief summary of my year's work, ending August 31st, 1868. During the year I inspected 184 separate elementary schools and two training schools. The number of certificated teachers in the former was 179, the number of pupil-teachers 226, and the number of assistant teachers 11. In these schools there were present at the inspection 13,347 boys and 9,078 girls, being a total of 22,425. Out of this aggregate, 12,098 were presented for individual examination according to the Revised Code, of whom 11,368 passed in reading, 11,576 in writing, and 9,877 in arithmetic. The sum granted to these schools by your Lordships was 7,910*l.* 14*s.*; the sum raised in them from school pence was 9,882*l.* 5*s.* 1*d.*, and the sum realized by voluntary contributions 5,452*l.* 7*s.* 10*d.*, while only 268*l.* 17*s.* 3*d.* came from endowments of any kind.

With these few statistics I now close my present observations.

I have the honour to be, &c.

J. D. Morell.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1868, *by Her Majesty's Inspector* Horace Waddington, Esq., M.A., *on the* British, Wesleyan, *and other* Protestant Schools, *not connected with the* Church of England, *inspected by him in the Counties of* Cornwall, Devon, Dorset, Somerset, Wilts, *and part of* Gloucester.

My Lords, Clifton, January 1869.

During the two years which have elapsed since I last had the honour of laying a report before your Lordships my field of labour has remained almost unaltered, comprising the five south-western counties. The only difference arises from the new arrangement by which registration districts have been taken instead of parishes, as determining the boundaries of each inspector's area; in consequence, some small portions of Gloucestershire and Hants are now comprised in my district. District almost unaltered.

For easier comparison with previous reports, I purpose offering my remarks under the following heads. Heads of report.

I.—Simple Inspection Schools.
II.—Annual Grant Schools.
III.—Miscellaneous Remarks.

I.—Simple Inspection Schools.

The following eight schools are now upon my list for simple inspection:— Number of simple inspection schools on list.

Kilkhampton, Wesleyan	Cornwall.
Exeter, Paris Street	Devon.
Coleford, Wesleyan	Somerset.
Wellington, Girls, British	Somerset.
Woodborough, British	Somerset.
Bromham, British	Wilts.
Trowbridge, Infants	Wilts.
Oldland Common	Gloucester.

At Bromham inspection is not desired. Woodborough school was referred to me, and visited as for annual grants, but on arrival I found an uncertificated mistress in charge, and as the managers did not contemplate the re-engagement of a certificated teacher, the school was removed to the simple inspection list. The schools at Kilkhampton and Trowbridge (infants) I found an opportunity to visit. The remaining four schools I was unable to inspect, and the great increase of annual grant work in this district will, I fear, render it impossible for me at present to continue to visit my "simple inspection" schools.

Generally below par.

My experience of such schools confirms my previous conviction as to the general superiority of schools under certificated teachers. Of course occasional instances will occur where the uncertificated teacher is equal to the best of certificated teachers, but such instances are so rare as only to confirm the rule by the exception.

II.—Annual Grant Schools.

(*a.*)—*Increase, Attendance, and Expenses.*

Number of annual grant schools.

The number of annual grant schools (*separate institutions*) on my list for the year ending as above, was 123, containing 177 departments, as compared with 107 schools containing 151 departments on 31st August 1868, showing an increase of 16 schools or 26 departments in the intervening two years.* But from change of date or other causes six of these did not require to be visited within the twelve months referred to; and one for want of a certificated teacher has been removed to the list for simple inspection.

Average attendance.

In the 116 annual grant schools actually inspected the total average attendance amounted to 15,114, the total number present at inspection was 17,661, as against 13,887 average and 16,630 present at inspection in 1866.

A list *nominatim* is given in Appendix.

Some considerable changes of date have been found requisite during the past two years; and as several new schools have been added to, and a few withdrawn from the list, I have given in an appendix a complete list of the schools now under my inspection with a view to annual grants, with the number of departments, date-month, average attendance, and number present at inspection in each. The names of those schools which have been added to my list since 31st August 1866 are placed in italics.

Tables I., II., and III. give statistical particulars similar to those in my last report (Blue Book, 1866–67, p. 268).

Statistics of attendance.

Table I.

Number of Children.

Present at Examination.				In average Attendance.			
Day Schools.		Night Schools.		Day Schools.		Night Schools.	
Boys.	Girls.	Males.	Females.	Boys.	Girls.	Males.	Females.
10,961	6,697	3	—	9,258	5,429	342	85

* Since 31st August 1868 schools at Cerne Abbas, Wimborne, Highworth, Charlton-Horethorne, Salisbury (Scotslane), and Dorchester have also applied for annual grants.

TABLE II.

Ages of children.

—	Children on School Registers, aged												
	Under 4.	Between 4 and 5.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9.	Between 9 and 10.	Between 10 and 11.	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.	Total.
Number - -	1,463	1,614	1,944	2,176	2,356	2,456	2,495	2,200	1,754	1,225	722	426	20831
Per-centage -	7·02	7·74	9·33	10·44	11·31	11·79	11·97	10·56	8·42	5·88	3·46	2·04	100·

TABLE III.

Duration of stay at school.

—	Children on School Registers who have been in the School					
	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
1868.						
Number in this district	7,942	4,528	2,922	1,862	1,142	1,339
Per-centage in this district.	40·24	22·94	14·8	9·43	5·77	6·73
1867.						
Per-centage in all England and Wales.	39·88	22·45	14·87	9·73	6·32	6·75

It will be seen on comparison (Table II.) that the number of children on the books under 4 years of age is 215 *less* than in 1866, notwithstanding the increase in the total numbers; this may probably be attributed to the discouragement I have continuously given to the admission of babies fit only for a *crêche*. Your Lordships' circular of 21st April 1866 has strengthened the hands of inspectors in this direction; and I am strongly of opinion that infants under the age of 3 years should not be admitted to schools, or at any rate not to juvenile schools. Where the infant school is a separate department under its own certificated teacher, it is possible that younger infants may really be taught; but in the majority of schools in this district the infants are almost invariably a part of the mixed school, frequently taught in the same room, and left to the care of an unskilled monitor of 10 or 12 years old. In these cases, at any rate, a grant of public money can hardly be fairly earned for children under the age of 3.

Should grants be paid for infants under three years old.

Table III. discloses, I regret to say, that the average duration of stay at school is little if at all better than it was two years ago; and these facts as to the attendance, even

Should not attendance at school be made compulsory.

of those children who do attend school at all, coupled with the known fact that a vast number attend no school whatever, still point, in my opinion, as I remarked in a previous report, to some system of compulsory attendance as a necessity of effective education.

Amount of Government grants.

The total amount of grant obtained was 6,585*l.* 2*s.* 2*d.* in 116 schools, as against 6,038*l.* 11*s.* 3*d.* in 104 schools in the year ended 31st August 1866, showing a net increase of 546*l.* 10*s.* 11*d.* But comparing with the average attendance, the amount per 100 scholars is but 43*l.* 11*s.* 3*d.*, or 8*s.* 8½*d.* per head, which is a little lower than was the case two years ago.

General income and expenditure.

TABLE IV.

Aggregate annual Income, as stated by Managers.

From Endowment.	From Voluntary Contributions.	From School Pence.	From Capitation Grants.	From other Sources.	Total.	Aggregate Income per Scholar in average Attendance.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d	£ s. d.
463 3 10	5,493 4 11	6,268 18 2	5,761 15 3	893 6 1	18,880 8 6	1 5 0

Aggregate annual Expenditure, as stated by Managers.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Aggregate Expenditure per Scholar in average Attendance.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
14,988 0 3	906 2 1	3,061 16 10	18,955 19 2	1 5 1¼

The above table shows the particulars of income and expenditure. I notice with satisfaction that, although the aggregate income per scholar is (very slightly) below what it was (1*l.* 5*s.* 0*d.* per head as against 1*l.* 5*s.* 3¾*d.*), yet the expenditure is much more than correspondingly reduced, and is now only 1¼*d.* per head in excess of income, instead of 1*s.* 0½*d.* as at my last report.

(*b.*)—*Buildings and Equipment.*

Buildings and accommodation.

Accommodation is provided for 27,697 children in the 116 schools referred to. Class-rooms have been erected at Plymouth public free infant school, Wootton Bassett Br. school, Torquay Abbey Road public school, Horrabridge secular school, and Paulton Wes. school, making five out of the seven schools in which this defect was specially noticed in my last report; but the want is still felt at the remaining two schools, viz., Westbury girls and Bedminster girls and

infants. The new schoolrooms at Ilfracombe and at Bovey Tracey have been finished, and spacious and lofty buildings at Penzance were close upon completion when I last visited the Wesleyan school at that place.

Ventilation. As regards ventilation, I trust that by constant remarks upon the subject, some improvement has been effected, but I still find that even in new schoolrooms, excellent in other respects, due ventilation has been neglected. It seems to be considered that sufficient has been done in this respect if two or three windows, frequently not half-way up to the roof, are made to open; or if, in better cases, provision is made for the egress of foul air, floor-gratings or other means for the ingress of fresh air are forgotten. The more general erection of cisterns for regular flushing of the out offices would also be a great advantage; generally speaking, it is thought enough if the roof water-pipe is passed into the offices. The schoolroom floors are also frequently kept in a very dirty state, in some cases they are washed only *once a year*.

Drainage.

Accounts. The new and simple method of account keeping, recommended by your Lordships' accountant through the Circular of October 1867, is being adopted throughout the district; it renders the accounts comprehensible at a glance, and seems in every way to work well.

Marking registers. There is still some difficulty in securing strict and accurate attention to the proper time for marking registers, so as to ensure the full *minimum* attendance of two hours, especially in winter afternoons. Some teachers have also found a difficulty in the wording of supplementary rule 12, as to registers being "finally closed" after the marking; as, not unfrequently some scholar is obliged each day, or on certain days of the week, to leave school early; in such cases of course the attendance mark should be cancelled if the scholar has not been under instruction for the requisite time.

(*c.*)—*Teaching Staff.*

Teaching staff. The teaching staff comprised 152 certificated teachers, 11 assistants, and 195 pupil-teachers, as against 141 certificated teachers, 11 assistants, and 179 pupil-teachers in 1866. As a rule, I feel sure that the certificated teachers work with conscientious diligence, and where there is failure or defect in the results, I am confident it is far more often due to want of personal power or of sufficient assistance than to want of will or of hard work. Allowing for the increased number of schools, the proportion of pupil-teachers is very nearly the same as it was two years ago. The difficulty of obtaining fit candidates, specially males, continues to be great, and a large number of the pupil-teachers do not now go on to the training colleges. I observe that not a single

Number of pupil-teachers.

female pupil-teacher from this district was a candidate for admission last Christmas at the Wesleyan normal college.

Want of thought manifest.

The want of *thought* and of *intelligence* to which I have once before referred is still observable in the pupil-teachers' papers, and their instruction in school management wants more care and attention; in looking over the exercises worked by female candidates at the normal colleges last Christmas, I was surprised at the marked weakness exhibited in this subject; more especially poor and commonplace were the "notes of a lesson" in almost every instance.

Collective examinations of pupil-teachers.

Fifteen collective examinations of pupil-teachers were held, and in addition one pupil-teacher and one candidate were examined separately; the subjoined table gives the particulars at a glance.

TABLE V.

Place where examined.	Number of Pupil-teachers present.		Number of Candidates present.		Total.
	Males.	Females.	Males.	Females.	
Plymouth	15	17	10	12	54
Taunton	2	5	—	3	10
Barnstaple	5	3	2	1	11
Swindon	—	—	—	1	1
Bristol	4	1	3	—	8
Torquay	1	3	1	3	8
Westbury	5	1	1	1	8
Bath	9	5	9	2	25
Bridport	6	6	4	—	16
Ditto	1	—	—	—	1
Wareham	2	2	2	—	6
Exeter	3	2	2	1	8
Tiverton	3	11	1	1	16
Penzance	10	7	11	5	33
Truro	4	1	—	3	8
Liskeard	2	2	1	—	5
Falmouth	3	1	4	6	14
Total	75	67	51	39	232

(*d.*)—*Discipline and Instruction.*

Discipline.

Discipline is far more often good in its narrower sense of orderliness than in its true and wider signification, including moral tone. I would entreat teachers, amid the unavoidable press and hard work of meeting the requirements of the Revised Code as to individual *instruction*, not to lose sight of that which is far more valuable, true *education*; what is it but to put edged tools in a child's hand if he be taught to read, to write, and to cypher, but not taught to be modest, honourable, truthful, cognisant of his true position, his veritable duties in the world?

The following table shows the results of individual examination in the three elementary subjects:— Instruction.

TABLE VI.

—	Presented for Examination and fulfilling Articles 40–47.	Per-centage of Passes on Examination in			
		Reading.	Writing.	Arithmetic.	Total.
South-western districts in 1868 - - - { Day schools -	9,298	85·54	85·99	67·86	79·79
{ Evening schools -	330	319	289	244	86·05

It will be seen that the per-centage of passes is rather lower for day schools, and higher for evening schools than at the date of my last report. Per-centage of passes.

As regards the standard of "pass" in the elementary subjects, I have adhered with scarcely any variation to that laid down at pages 280–282 of my last report. Standard of "pass."

Your Lordships' Minute of 20th Feb. 1867 has directed renewed attention to the cultivation of geography and grammar. One or other of these two subjects has been, almost exclusively, the one selected by managers for examination under that Minute, although history also is occasionally taught. Out of the 168 departments referred to, I find that but eight have obtained the full extra grant, 18 have obtained the grant for Standard VII. only, while no less than 132 have either not claimed it or have failed to secure it. It would seem that the attainments in these subjects have fallen to a very low ebb since the introduction of the Revised Code. I have not found it feasible to form a satisfactory judgment on the sufficiency of attainment in the extra subject by a *vivâ voce* examination, and have therefore adopted the paper work system. My requirements in geography comprise a good knowledge of Great Britain, some knowledge of Europe, and the mere outlines of the other continents, with the elementary terms of geography and their meanings. In grammar a sentence of 15 to 18 words, written on the black-board, is to be fully and correctly parsed, showing the relations of the words to each other. Extra subjects under Minute of 20 February 1867. At a low ebb. Standard for "pass" in geography. In grammar.

One or more tenths of the grant have been deducted in 27 departments during the year, viz., in 16 cases for faults of instruction and defective attainments, in four cases for generally unsatisfactory report, in two for faults of discipline, in one for state of premises and defective attainments, in one for discipline and attainments, in one under supplementary rule IX., in one for inaccurate returns, and in one for defective registers. Tenths deducted.

Excellent school at Bridport.

While on the subject of instruction, without one moment's disparagement to many other good schools in my district, I feel bound specially to notice the admirable results produced in the Bridport boys' general school by Mr. Beard. At the last inspection 241 scholars above six years of age were actually examined individually, and *every one of these passed* in each of the subjects. Only two scholars were purposely not presented of those eligible by attendance. Mr. Beard was then working a school with an average attendance of 248, with only two pupil-teachers and two candidates.

III.—Miscellaneous Remarks.

Hand-writing of females.

In revising a large number of exercises worked by female candidates for admission to the normal schools last Christmas, I was struck by the angularity of the penmanship. This is a defect which might be easily remedied if mistresses would insist upon a round large hand as the standard for a good mark in this subject; but I am often told that the parents prefer the angular hand as more "elegant," and that consequently the teachers are obliged to adopt it for girls.

Suggestions for improving it.

I would recommend that scholars in Standard I. be taught to make their letters of a very large size, the capitals an inch and a half high; they thus appreciate more accurately the real form of each letter. In Standard II. again, the "line "of print" should be copied in a large round hand. These precautions would go some way towards forming a really good hand in the more advanced standards.

Reading.

As regards reading, prolonged experience has only strengthened my conviction of the inexpediency of relying

"Look and say" method.

too much upon the so-called "look and say" method; its occasional use may be beneficial to encourage fluency, but if reading be taught solely or mainly by this method a frequent result is defective spelling. The 6th Standard scholars, in such cases, having to read in a newspaper or book not seen before, are staggered at any word not already *known*, and have no idea of catching the sound from the spelling.

Reading of poetry.

In the 5th Standard poetry reading is usually defective in expression and in punctuation; to correct the former fault the readers should be constantly and carefully questioned upon the subject-matter of the poem, as the want of expression very often arises from an absolute ignorance of the meaning.

All my schools have been visited without arrear.

In conclusion, I am happy in being able once more to report that (with a single exception, where, *at the managers' request*, inspection was deferred a month) every annual grant school referred to me for inspection has been duly visited within the limits of the month assigned to it, and that consequently this district has never been in arrear during the

five years since my entry upon it. I trust that the appointment of an assistant may be allowed by your Lordships before long, as the greatly increased number of schools renders it now a far more difficult task to overtake in due time the labour of each month.

I have the honour to be, &c.

HORACE WADDINGTON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

TABLE of SCHOOLS on MR. WADDINGTON'S LIST for ANNUAL GRANTS, corrected to March 24th, 1869.

These tables also give the name, number of departments, date-month, average attendance, and number presented for examination, for each of the annual grant schools inspected during the year ended 31st August 1868, by Mr. Waddington, in the south-western district.

Each Table comprises a county. Br.=British, Wes.=Wesleyan. Evening schools are not considered as separate departments.

COUNTY OF CORNWALL.

I. Name and Denomination.	II. No. of Departments.	III. Date assigned for Inspection.	IV. Average Attendance.	V. No. presented for Examination.
Delabole, Br.	1	May	55	43
Launceston, Br.	1	„	54	38
Lewannick, Wes.	1	„	43	30
Bottoms (St. Levan), Wes.	1	June	47	46
Camborne, Br.	2	„	257	179
Hayle, Copperhouse, Wes.	2	„	120	71
Hayle, Foundry, Wes.	1	„	82	61
St. Ives, Wes.	2	„	146	95
St. Just, Wes.	2	„	115	78
Mousehole, Wes.	1	„	124	93
Newlyn, Wes.	1	„	109	70
Penzance, Wes.	2	„	159	130
Redruth, Br.	1	„	157	78
Redruth, Wes.	2	„	202	107
Wall, Wes.	1	„	82	65
Bodmin, Wes.	1	July	71	60
Charlestown, Wes.	1	„	56	36
Constantine, Br.	3	„	197	119
Devoran, Wes.	1	„	62	57
Falmouth, Br.	3	„	301	186
Helston, Wes.	2	„	111	67
Liskeard, Boys, Br.	1	„	136	76
Liskeard, Girls, Br.	1	„	123	57
St. Mawes, Wes.	2	„	70	48
Penryn, Wes.	2	„	140	101
Truro, Br.	3	„	344	204
Wadebridge, Wes.	1	„	86	60

County of Devon.

I. Name and Denomination.	II. No. of Departments.	III. Date assigned for Inspection.	IV. Average Attendance.	V. No. presented for Examination.
Bovey Tracey, Br.	1	January	101	24
Bridgetown (Totnes)	1	„	67	37
Brixham, Br.	1	„	63	59
Buckfastleigh, Br.	1	„	80	79
Furrough Cross, Free Church	1	„	85	40
Ipplepen, Wes.	1	„	57	49
Torquay, Abbey Road, Public	2	„	271	150
Exeter, Mint Lane, Wes.	2	May	224	138
Holsworthy, Wes.	1	„	52	26
Ilfracombe, Br.	1	„	54	31
Tiverton, Bampton Street, Br.	3	„	119	21
Tiverton, Elmore, Br.	1	„	110	42
Tiverton, Heathcotes, Br.	3	„	360	242
Topsham, Wes.	2	„	114	65
Woodbury, Broadmeads, Endowed	2	„	104	40
Devonport, Royal Naval and Free	3	October	553	387
Horrabridge, Secular	1	„	88	68
Kingsbridge and Dodbroke, Br.	2	„	183	108
Plymouth, Public, Free	4	„	1,178	646
Stoke Dameral, Br.	2	„	257	181
Tavistock, Br.	3	„	325	191
Appledore, Wes.	1	November	78	61
Barnstaple, Wes.	2	„	227	142
Bideford, Br.	2	„	265	192
South Molton, Br.	1	„	134	51
South Molton, Wes.	1	„	43	40
Seaton, Br.	1	„	80	76

County of Dorset.

Athelhampton, Br.	1	April	61	47
Blandford, Br.	1	„	—	—
Bridport, General, Boys, Br.	1	„	248	246
Bridport, Girls and Infants, Br.	2	„	257	113
Corfe Castle, Br.	1	„	46	30
Lyme Regis, Br.	1	„	56	33
Poole, Boys, Br.	1	„	90	77
Poole, Girls, Br.	1	„	96	54
Portland, Wes.	1	„	90	79
Sherborne, Br.	2	„	171	116
Swanage, Br.	2	„	63	43
Wareham, Br.	2	„	137	85
Weymouth, Boys, Br.	1	„	93	51
Cerne Abbas, Br.	1	December	—	—
Dorchester, Br.	1	„	—	—
Wimborne, Br.	1	„	—	—

County of Gloucester.

Kingswood Hill, Br.	2	January	139	113
Kingswood, Wes.	2	„	221	144
Hanham, Wes.	2	December	165	93

County of Somerset.

I. Name and Denomination.	II. No. of Departments.	III. Date assigned for Inspection.	IV. Average Attendance.	V. No. presented for Examination.
Bristol, Langton Street, Wes.	1	January	143	98
Frome, Milk Street, Br.	2	February	143	85
Frome, Wes.	2	,,	117	86
Harptree, Br.	1	,,	37	28
Lullington, Br.	1	,,	45	27
Oakhill, Br.	1	,,	51	44
Paulton, Wes.	1	,,	71	48
Petherton, North, Br.	1	,,	70	63
Street and Walton, Br.	2	,,	90	36
Bath and Bathforum, Br.	1	March	162	133
Bath, Harley Street, Br.	1	,,	66	39
Bath, Trim Street Chapel	1	,,	45	19
Bath, Walcot Chapel	2	,,	110	59
Keynsham, Br.	2	,,	102	70
Weston-super-Mare, Br.	1	,,	123	83
Clutton, Br.	1	April	51	38
East Coker, Br.	2	,,	210	100
Milborne Port, Br.	1	,,	98	56
Bridgwater, Friarn Street, Infants	1	November	125	57
Chard, Br.	1	,,	—	—
Dunster, Wes.	1	,,	58	25
Midsomer Norton, Wes.	1	,,	—	—
Nettlecomb (Sir W. C. Trevelyan's)	1	,,	—	—
Taunton, Br.	2	,,	225	136
Taunton, Original Infant, Br.	1	,,	71	29
Wellington, Br.	1	,,	158	131
Yatton, Br.	1	,,	56	43
Charlton-Horethorne, Br.	1	August.	—	—
Bedminster, Br.	2	December	—	—

County of Wilts.

Bratton, Br.	1	February	58	32
Chippenham, Br.	2	,,	134	70
Corsham, Br.	1	,,	59	48
Road, Wes.	1	,,	77	43
Sherston, Br.	2	,,	31	37
Warminster, Br.	2	,,	162	75
Westbury, Boys, Br.	1	,,	35	22
Westbury, Girls, Br.	1	,,	76	36
Wootton Bassett, Br.	2	,,	140	107
Bradford-on-Avon, Boys	1	March	43	26
Bradford-on-Avon, Girls	1	,,	97	56
Cricklade, Br.	1	,,	63	47
Devizes, Br.	2	,,	146	125
Dilton's Marsh, Infants, Br.	1	,,	96	46
Melksham, Br.	2	,,	93	72
Swindon, New, Free Ch. Ch.	1	,,	85	66
Swindon, Wes.	1	,,	76	59
Trowbridge, Boys, Br.	1	,,	131	81
Trowbridge, Girls, Br.	1	,,	82	37

I. Name and Denomination.	II. No. of Departments.	III. Date assigned for Inspection.	IV. Average Attendance.	V. No. presented for Examination.
Downton, Boys, Br. - -	1	May -	104	86
Downton, Girls, Br. - -	1	„	93	68
Fisherton, Br. - - -	1	„	63	51
Salisbury, Wes. - - -	1	„	47	38
Highworth, Br. - - -	1	August.	—	—
Salisbury, Scots Lane - -	1	„	—	—
Calne, Br. - - -	1	December	—	—

N.B.—The 23 schools in italics have been added to my annual grant list since 31st August 1866 ; three of these, in Gloucestershire, have merely been transferred to me from Her Majesty's Inspector, Mr. Bowstead ; and two (at Seaton and at Nettlecomb) have been transferred from clerical inspection ; the remainder are really new upon the annual grant list. The 12 schools for which columns IV. and V. are left blank were not required to be visited within the twelve months.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector,* HENRY J. LYNCH, Esq., *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in* SCOTLAND, *and in the Counties of* NORTHUMBERLAND, CUMBERLAND, DURHAM, *and* YORK.

MY LORDS, January, 1869.

IN the year ending upon 31st of August 1868, I inspected 119 schools, comprising 217 departments, which on the days of my visits were attended by 25,252 children. These numbers do not include 21 evening schools examined by the managers under Arts. 142–49, the papers of which (2,621) were subsequently revised by me. Number of schools, of departments, and of scholars.

My duties also comprised the examination of 321 pupil-teachers and candidates for apprenticeship, and a visit to the Roman Catholic Training School at Liverpool in company with my colleague, Mr. Stokes. Number of pupil-teachers and candidates.

The limits of my district remain as they were at the time I took charge of it in 1860, with the addition of the county of Cumberland, in which there are only five Roman Catholic schools subject to inspection. Area of district.

In the year 1861, which was the first in which I had the honour of submitting to your Lordships a General Report, I find that I visited in Scotland and in the counties of Northumberland, Durham, and York 137 departments, attended upon the days of my visits by 16,138 children. Increase of work since 1860.

A comparison of these numbers with those of the past year will afford some idea of the increase of labour which these eight years have brought with them, but a very inadequate one, unless it be remembered that the introduction of the Revised Code in the interval has added immensely to the labours of Her Majesty's Inspectors, both in the actual examination of the schools and in the subsequent revision of papers.

These circumstances and the additional consideration that to reach the schools of my district involves the necessity of taking journeys extending from Beauly and Eskadale in the north of Scotland to Sheffield and Hull, its southern limits, have obliged me to represent to your Lordships that I cannot hope in future, without aid, to keep down an accumulation of arrears of work.

The increase in the number of the schools in my district, at the same time that it adds to my own labours, is a gratifying proof that those interested in the promotion of education amongst the Roman Catholics of the north have not General progress since 1860.

neglected to avail themselves of the advantages which the existing system offers, and that an experience of the working of the Revised Code has justified the anticipations of those who framed it, not merely by promoting efficiency in the teaching, but by inspiring confidence amongst managers of schools in its material results.

The formation of new schools during the past eight years and the extension of existing ones have not been confined to any one part of my district, but are to be found in every quarter where there exists a Roman Catholic population.

General progress in Yorkshire.

In Sheffield a large and excellent boys' school has been built with aid from your Lordships' grants, and forms a flourishing department of St. Vincent's schools.

St. William's school, also in Sheffield, has been opened in a suitable building and placed under certificated teachers.

At Attercliffe and Masborough new schools have been erected.

At Barnsley an infants' department has been added to the other departments of that well-conducted school.

A small but suitable mixed school has been opened and placed under inspection at Pontefract.

The new building at Hunslet is also used as a mixed school.

At St. Ann's, Leeds, the boys' school has been put under inspection, and is now taught in the building formerly used as a girls' school, and the girls' and infants' departments, the latter a recent creation, occupy the large premises formerly the boys' school.

The girls' and infants' departments of St. Mary's, Leeds, have been placed under inspection.

In Bradford an excellent building has been erected, St. Joseph's, in which a mixed and infants' schools are now taught.

An infants' school has been added to the existing departments of St. Mary's schools in Bradford.

St. Patrick's schools, Bradford, have been remodelled and improved.

A small rural school has been opened at Gargrave, and put under the care of a certificated teacher.

The handsome and suitable buildings erected by the late Sir Charles Tempest at Skipton are now occupied by three departments, boys', girls', and infants', under qualified teachers.

At Tadcaster a small mixed school recently opened has been placed under inspection.

At St. Joseph's, Hull, the school building has been remodelled and an infants' department added.

An excellent school has been built at Ripon, and is now taught as a mixed school.

At Wakefield a mixed school under a mistress and an infants' department have been opened in new and excellent buildings.

At Huddersfield a boys' and a girls' school have been opened, also in new and suitable buildings.

At Halifax, St. Mary's, a mixed school under a mistress has been placed under inspection.

At Dewsbury a large mixed school, also under the charge of a mistress, has been opened, and at Batley a similar institution has been formed and put under the care of a qualified teacher.

A small rural school at Sancton has also been placed under a certificated mistress.

General progress in counties of Durham and Northumberland.

The old buildings at Darlington have been enlarged and improved.

At West Hartlepool a mixed school has been opened under a mistress, and at St. Bega's, Hartlepool, a mixed school under a master.

At Blackhill commodious and suitable schools have been built, and are now taught in two departments.

New buildings, in which three departments have been formed, supply the place of a very indifferent mixed school at South Shields.

At North Shields an infants' school has been built.

A boys' and a girls' school, both under trained teachers, have been opened at Walker.

At Gateshead new buildings have been erected, and are now occupied by a mixed school and an infants' department.

The building occupied by the girls' and infants' departments, St. Andrew's, Newcastle-on-Tyne, has been considerably enlarged and improved.

A well-arranged girls' school has been built at St. George's, Sunderland.

At Durham a new school, St. Godric's, has been placed under a certificated teacher.

At Sacriston a small mixed school has been opened.

At Washington a large and well-arranged mixed school has been built.

A new building at Coxelodge is now occupied by a flourishing mixed school. At the Felling large and suitable schools have been built.

General progress in Cumberland.

The old building at Berwick-on-Tweed has been refitted and improved.

At Carlisle new and suitable schools have been opened, St. Bede's.

A new building has been erected at Workington, and at Cockermouth a small mixed school put under inspection.

General progress in Scotland.

At Dalkeith a mixed school under a certificated mistress now occupies the building erected some years ago.

St. Andrew's boys' school, Edinburgh, has been removed from the old premises to a new building in another part of the town.

In Niddry Street a large and suitable building is now occupied by a girls' and infants' school under certificated teachers.

The infants' department of St. Mary's, Lothian Street, has been put under the care of a qualified teacher.

A girls' and infants' school has been opened in the Grass Market, St. Ignatius'.

At Leith a school, which had been for some time closed, has been re-opened under a certificated mistress.

St. Mary's, Stirling, has been rebuilt and enlarged.

At Denny a suitable mixed school has been built and is now taught by a certificated master.

At Lennoxtown a small well-arranged mixed school has been placed under inspection.

At Perth new buildings have been erected aided by your Lordships' grants, in which a mixed and an infants' school are now taught by certificated mistresses.

St. Stephen's, Dundee, with a large boys' school under a master and an infants' department under a mistress, has been put under inspection.

St. Mary's, Dundee, has been enlarged by the erection of a boys' school, now under the care of a certificated master.

At Lochee a mixed school under a certificated mistress has been opened.

An excellent mixed school under a mistress is now taught in very suitable premises at St. Stephen's, Blairgowrie.

At Dufftown, Keith, Huntley, and Buckie, very suitable mixed schools, taught by mistresses, have been put under inspection.

New buildings at Chapeltown, Glenlivat, are occupied by boys' and girls' schools under the care of a certificated master and mistress.

At Tomintoul a mixed school under a master has been put under inspection.

The school at Dumbarton has been placed under the charge of a certificated mistress.

The infants' department of St. Joseph's, Glasgow, is now taught by a qualified mistress.

The boys' and infants' departments at St. Mungo's, Glasgow, have also been placed under qualified teachers.

St. Patrick's boys school, Glasgow, has been put under inspection.

The boys' school at Partick is now taught by a certificated master.

A mixed school in very suitable premises has been opened at Eastmuir.

The boys' department of the new school, St. Vincent's, Glasgow, is now under inspection.

A girls' department has been added to the school at Airdrie.

At Chapelhall a mixed school under a mistress has been opened.

A mixed school has been opened at Mossend, taught by a certificated mistress.

At Carfin a mixed school under a certificated mistress has been opened.

At Wishaw a large mixed school, taught by a mistress, and an infants' department, also under a certificated mistress, have been placed under inspection.

A mixed school under a mistress has been opened at Carluke.

At Pollockshaws a large mixed school under a mistress has been placed under inspection.

A new school has been erected at Nitshill and another at Neilston, both taught as mixed schools under mistresses.

At Paisley new buildings are now occupied by boys' and girls' schools under certificated teachers.

At Linwood and at Johnstone small rural schools under certificated mistresses have been opened.

St. Mary's, Greenock, has been transferred to new premises, and a boys' department under a certificated master added.

A large mixed school under a master has been put under inspection, St. Lawrence's, Cartsdyke.

A new school has been built at Saltcoats, and is now taught by a certificated mistress.

At Kilmarnock excellent buildings have been erected and a large mixed school opened under a qualified teacher.

Schools withdrawn from inspection.

While I can note these numerous claimants for aid from your Lordships' grants added to the Roman Catholic schools in my district since it has been intrusted to my charge, the instances of the withdrawal of schools from inspection have been singularly few.

Broughton and Yarm in consequence of the possession of adequate endowments, and Beverley and Pathhead, I believe from inability to maintain qualified teachers, and the school in Aberdeen for no reason that I have ever been able

to ascertain, have dropped out of my list at some time or other within the past eight years.

State of instruction.

The beneficial effects of the Revised Code become from year to year more manifest by rendering the work more accurate, thorough, and well graduated.

Teaching of the higher subjects.

It is true that the teaching of subjects higher than those required for obtaining grants under the Code, has nearly passed away in my district since its introduction, and that the inducements, held out by the Minute of 20 February 1867, have as yet produced but meagre results in restoring it.

Some few schools in which the higher subjects have throughout maintained their position as branches of the instruction, and notably St. Mary's boys' school, Newcastle-on-Tyne, have presented children for examination under the new Minute, but the number of these schools is small.

Registers.

I now find few instances in which the state of the registers when presented to me affords any ground for complaint; they are generally kept with neatness and accuracy.

Log-books.

The log-books are also kept with regularity, *i.e.*, I find some kind of entry for each day that the school has been open, but it is rarely that I am able to observe any trace of intelligent and sustained observation of the state and progress of the instruction throughout the year.

School accounts.

Since it has become necessary that the accounts should be examined by an auditor, whose signature attached to Form IX. is essential, I find few instances in which the school account book is not kept in a manner to justify confidence in the accuracy of the returns.

Teachers.

I found in 1860, 83 certificated teachers engaged in the schools of my district; there are now 169.

Female teachers.

The admirable institution for the training of female teachers which the Roman Catholics of England possess in the Normal school at Liverpool, continues to send out year after year to the schools of my district young persons who have enjoyed every advantage that the highest order of instruction can afford. Their conduct and the example they give in their varied spheres of labour are proofs, if proof be needed, that an early education, in which religious influences are the basis, is as necessary for the instruction of our teachers as it is for every class in society.

Masters.

Our training school for masters at Hammersmith, under many disadvantages and discouragements, has sent to my district several teachers of whose success it may well feel proud, and very few whose career has been attended with discredit.

I examined, in 1861, 255 pupil-teachers and candidates in my district, and during the past year 321. The change in the position of pupil-teachers, which has resulted from the introduction of the Revised Code, has not yet produced its full fruits, and it would be premature to express a decided opinion as to its ultimate effects. Pupil-teachers.

I have the honour to be, &c.

HENRY J. LYNCH.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, S. N. STOKES, Esq., *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in the* NORTH-WESTERN DIVISION OF ENGLAND.

MY LORDS,

Number of schools and children inspected.

THE summary of reports furnished to me, represents that during the year ended 31 August 1868, I inspected 75 schools subdivided into 187 departments, attended on the days of examination by 12,502 boys, and 14,497 girls. This attendance of 26,999 scholars in 75 schools, or 360 scholars in each school upon the average, demonstrates the extraordinary size of the institutions which I inspect in the manufacturing districts of Lancashire and Cheshire.

The whole number of schools referred to me for inspection in the course of the year upon which I now report was 125; and if the schools inspected for me gave an attendance equally large upon the average with those which I inspected myself, there would be a total attendance upon the days of inspection of 45,000 scholars.

Numbers so enormous amply justify the petition for relief which I submitted to your Lordships in 1867.

Schools newly aided.

Since my last report four schools, viz.; Liverpool, St. Augustine; Manchester, St. Aloysius; Rhyl, and Southport have been withdrawn from my annual grant list, and 21 schools have been added to it, viz.; Liverpool, St. Alban, Mount Carmel, and Blackstock Street; Manchester, St. St. Austin, and York Street; Salford Adelphi; St. Helens the Gerard, and Victoria; Chipping; Heywood, and Lydiate, which are in Lancashire; and Birkenhead St. Laurence; Chester; Crewe; Heaton Norris; Rock Ferry; and Runcorn, which are in Cheshire; and Newport, Shrewsbury, and Wellington in Shropshire; and Wrexham in Denbighshire.

Substitute employed.

But the year's inspection has been only partially accomplished by me. When, early in 1868, I was placed upon the Royal Commission of Inquiry into Primary Education in Ireland, the Lord President sanctioned the employment of Walter Scott Coward, Esq., as my substitute in inspecting schools, and in this capacity Mr. Coward has examined the schools which I was myself unable to visit. My assistant, Mr. Harden, has during the year continued to render us very efficient aid in examining children under the standards of the Revised Code.

Suggestions.

The circumstances which I have mentioned, necessarily break my survey of the year's operations, and therefore, in

place of a minute account of facts observed in a particular period, I beg leave to submit a few more general observations upon (1) school buildings, (2) half-time scholars in ordinary schools, (3) success or failure of present system in extent, (4) means of further extending it.

Style of new schools.

1. A survey of the school buildings which have been erected in my district during the last twenty years cannot fail, I think, to produce on the mind of one accustomed to consider the uses and objects of schools an impression of undue and ill-applied extravagance. I know not whether the style commonly preferred for school buildings may be a consequence of the denominational system of education, or whether it should be attributed with more justice to the predilection or prejudice of the architects employed. But from whatever cause new schools in the greater number have been designed in the Gothic style by architects who have won reputation by their Gothic churches. Now I venture to think that the uses of a school bring it much nearer to a domestic than an ecclesiastical edifice; and I am confident that the main features of the Gothic style, as understood and reproduced by modern architects, are wholly unsuitable for school purposes. The roof, high and open; the windows, narrow or heavily mullioned, and filled with latticed glass; the stone stair, steep and winding; the flue projecting externally and the deeply recessed fire-place within; the doors, massive and ill-fitting; such features have a beauty of their own, but each of them in its measure destroys the utility of a school.

Gothic unsuitable.

The uses of a school bear closer resemblance to the nursery than the church. A schoolroom should be cheerful, light, warm, well ventilated without draughts, accessible, yet so cut off from other rooms as neither to inflict nor receive the annoyance of noise. When Gothic designs meet these conditions, they may be selected for schools; as yet they cannot be said to do so, though some Gothic schools are far less objectionable than others. The worst perhaps of all, when cost of structure is compared with suitability of results, may be considered to be the Oldham St. Mary and the St. Helen's Lowe House Schools.

Two points in school building appear even in the most thoughtfully planned new schools (*e.g.*, Manchester, St. Wilfrid,) to deserve more attention than they receive, these are the stairs where there is an upper room and the offices everywhere. As I see reason to think that in these two points the school buildings which I inspect are inferior to the best class of Protestant schools, I would recommend the promoters of new Roman Catholic schools not to rely

entirely upon the plans of their architects or the example of other Roman Catholic schools, but to seek permission to examine the methods adopted in the most highly approved schools within their reach and to imitate the best of them.

Evils of costly schools.

The unsuitability of Gothic designs forms the primary objection to their adoption. They may also be objected to on the score of costliness, and though I am aware that some architects profess to put up Gothic buildings as cheaply as the modern style, yet as a matter of common observation it is notorious that more money is expended upon Gothic than upon more domestic schools. Where the whole outlay is borne by the landlord, as by Sir Humphrey de Trafford at Barton-on-Irwell, it would be impertinent to reflect upon the cost; but in the common case of a congregation combining to raise funds for the erection of schools it seems to be within the duty of Her Majesty's Inspector to give warning of the injury to the education of a district which may follow from extravagance in building a particular school. The case I contemplate is one of a large congregation proposing to raise 4,000*l.* or 5,000*l.* for the erection of a handsome school contiguous perhaps to their church or chapel. To do this will cost them a great effort; that effort will exhaust their resources, or at least their zeal for education for many years to come. Meantime it will be found that children residing in the outlying parts of the parish cannot be drawn into the central school. Some are too young and remote, others too timid to cross the streets. Then there springs up the unhappy national difficulty; the English will not attend school with the Irish, or the Irish with the English. Social distinctions add yet another obstacle, the scholars of the central school dress so well that the children of the very poor cannot be induced to face them. In short, experience speedily proves that for the complete education of the district more schools are needed. But the extravagant outlay upon the central schools, which perhaps even now are not satisfactorily filled with children, has so drained the congregation that no one is able or willing to undertake the duty of further school extension. For example, about the year 1850 a great effort was made by the congregation of St. Chad's, Manchester, to build schools for the whole parish, including the Irish quarter of Angel Meadow, and a spacious and costly structure was erected. But no effort could succeed in drawing the children of Angel Meadow to Cheetham Hill Road for many consecutive days, and an interval of 15 or 16 years had elapsed before the people could undertake the erection of another school in Angel Meadow itself,

Example.

chiefly for the younger children of the locality. At length the effort was made, and the two schools of St. Chad and St. William now work admirably together, securing a daily attendance of about 1,000 children. In this case no doubt the want of a second school was finally supplied by the zealous pastor and united flock. Yet even here the want was felt for many years before it was possible to meet it, and similar wants in other places less happily circumstanced have not been met at all.

My advice to the promoters of new schools may be briefly summed up; build schools at moderate cost in a suitable style, with slight regard to external show but with careful attention to every internal convenience.

Half-time system.

(2.) The extension of the Factory Acts and the passing of the Workshops Act are great achievements in educational legislation, and since every child who performs any manual labour (except in agriculture) is now bound by law to attend school concurrently with its daily occupation, the time seems opportune for some inquiry into the effects of the half-time system upon the children themselves as well as upon the schools which they frequent.

It is unnecessary to refer to the regulations of the Print Works Act, because they are generally acknowledged to be so defective as to require modification. The other Labour Acts agree in imposing the obligation of *daily* school attendance upon all working children between certain ages. What does experience so far show to be the results of this legal provision?

Mill schools.

Schools attended by half-time scholars may be subdivided into mill schools, where the attendance is wholly composed of half-time children, and ordinary schools frequented in the main by children attending school twice in a day, with a certain admixture, larger or smaller, of half-timers who come to school but once in each day. As I have had under my inspection but one mill school, I am of course unprepared to offer an opinion upon schools of that class. The particular school which I had an opportunity of watching was established by Messrs. Sparrow of Blackburn, and after achieving considerable success it finally disappointed its benevolent founders and was discontinued. No argument can be based upon one failure.

Half-timers' ordinary schools; why excluded.

I am accustomed to visit several schools which admit half-timers with ordinary scholars, and several other schools which refuse to admit them. In refusing to admit half-time scholars the managers of schools are understood to be influenced by such considerations as follow: Half-timers bring into school rude manners and foul clothes; they are

less amenable to discipline than others, as in fact they pay for themselves; they are generally more backward, and, coming upon legal compulsion, less willing to learn; they are often so wearied by labour, especially in the afternoon, as to be incapable of following the lessons; they are bound to attend school in the morning and, except in mid-winter, in the afternoon for longer hours than schools are commonly kept open; they derange the school time-table, as, where they attend, lessons in religion, reading, writing, and arithmetic, have to be given twice every day, in the morning and afternoon, and (unless the half-timers miss every other lesson) the same lessons given in the morning must be repeated in the afternoon,* to the manifest loss of ordinary scholars; their factory time books necessitate a double registration, which is very burdensome.

Why admitted.

In the mind of managers, who receive half-time scholars into ordinary schools, these difficulties are outweighed by the desire that Roman Catholic children should be permitted to attend schools of their own religious persuasion, and by the hope that the pence stopped out of their wages and handed over as school fees, together with the Government grants offered upon exceptional terms, will add to the resources of the school.

Schools not bound to admit half-timers.

Since the law now requires every working child to be at school, but does not require any school to receive the working children, I venture to think the question may very properly be considered what would happen if anywhere all the schools declined to receive half-timers on account of the inconveniences which their presence undoubtedly entails.

Want of success in half-time system.

In offering my experience of the results produced upon working children by the system of half-time attendance at school, I am sorry to be unable to speak with the unhesitating confidence of some better authorities. That the hours of labour are wisely limited by law for the protection of the young, that schools afford the best refuge for children when prohibited from labour, that half-time attendance at school tends to promote education, I see no reason to dispute. But experience thus far affords little ground for an expectation that the half-time system will produce a working population fairly educated.

Upon parents of careless habits the prospect that at eight years of age their children will be sent to school as half-timers without fee from them produces the very same effect

* In girls' schools, where an hour in the afternoon is commonly assigned to needlework, this difficulty is extremely great.

as hope of free admission to an endowed school in the class above them. In both classes parents shirk the duty of paying fees for the early education of their children, and await the time when schooling will come without a drain upon their pocket. In the labouring class with which I am concerned this delay is ruinous. In too many cases children brought up in the streets, their only playground, have at eight years of age acquired habits which, added to their ignorance of the elements of learning, and to the exhausting nature of their work, obstruct the educating influence of the primary school. Other drawbacks are not wanting. Whenever they remove from one factory to another they also change school. Whenever the mill is stopped or they are out of work they attend no school at all. They constantly look forward to the day when they may work full time, and at or before the legal age they accomplish their desire by leaving school altogether without having derived great advantage from attendance as half-timers.

Extension of system.

(3.) In estimating the extent to which the established system of administering the Parliamentary grant for education has succeeded or failed in meeting the need of the population with which I am concerned, the first step would be to ascertain the number of Roman Catholic inhabitants within the district. But unfortunately no means exist for fixing this number with accuracy. I venture to express a hope that the census of 1871 will include an inquiry into the numbers professing different creeds, since, on the assumption that the denominational system of education will be maintained, it is of importance to national interests to determine how many children of each creed and in what localities require to be provided with schooling. Meantime, an approximation to the actual facts may be obtained by assuming that a primary school is needed wherever a congregation exists, and that primary schools cannot be efficient and satisfactory without external help. I am aware that exceptional cases may be found. One congregation may be too small to need a school, in another the school may be so well endowed or otherwise so happily circumstanced as to need no assistance. But generally it will be true to say that the system administered by the Committee of Council has succeeded more or less completely wherever aided schools are found, but has failed to succeed in reference to congregations where no such schools are met with. Accordingly I have taken from the Catholic Directory for 1869 a list of missions within my district and divided them into two classes as they have or have not aided schools.

Want of religious census.

Liverpool diocese:

MISSIONS in the HUNDREDS of WEST DERBY, LAYLAND, AMOUNDERNESS, and LONSDALE, in LANCASHIRE, which make up the ROMAN CATHOLIC DIOCESE of LIVERPOOL.

Aided schools.

Contain aided Schools.

Liverpool, St. Nicholas.
„ St. Alban.
„ St. Anne.
„ St. Anthony.
„ St. Ethelburge.
„ St. Francis Xavier.
„ Holy Cross.
„ St. Joseph.
„ St. Mary.
„ Our Lady of Mount Carmel.
„ Our Lady of Reconciliation.
„ St. Peter.
Ford.
Alston Lane.
Appleton.
Ashton-le-Willows.
Birchley, Billinge.
Birkdale.
Bootle, St. James.
Burscough.
Chorley.
Cottam.
Euxton.
Ferneyhalgh.
Fleetwood-on-Wyre.
Garstang.
Great Crosby.
Great Eccleston.
Hindley.
Ince Blundell.
Lea.
Lydiate.
Lytham.
*Maudesley.
Newsham.
Old Swan.
Peaseley Cross.
Prescot.
Preston, St. Augustine.
„ St. Ignatius.
„ St. Joseph.
„ St. Walburge.
„ St. Wilfrid.
Rainhill.
South Hill.
St. Helen's, St. Mary.
„ Holy Cross.
Sutton.
Thurnham.
Warrington.
Widnes Dock.
Wigan, St. John.
„ St. Mary.
„ St. Patrick.
Willows Kirkham.
Woolton, Much.
Douglas, Isle of Man.

Schools not aided.

Contain no aided Schools.

Liverpool, St. Edward.
„ †St. Augustine.
„ St. Michael.
„ St. Philip Neri.
„ St. Patrick.
„ St. Vincent of Paul.
†Lancaster.
Aigburth.
Anderton.
†Aughton.
Barrow-in-Furness.
Bedford Leigh,
Bescar.
Bishop Eton.
Blackbrok.
Blackpool.
Bolton-le-Sands.
Bootle, St. Alexander.
†Brindle.
Claughton.
Clayton Green.
Coniston.
Croft.
Croston.
Esthwaite.
Formby.
†Gillmoss.
Golborn.
Goosenagh.
Hornby.
Huyton.
Leyland.

---

* This school received a Government building grant, but has never qualified for annual grants.

† Schools attached to these missions at one time received Government aid, but have ceased to do so.

Little Crosby.
Netherton.
Newton-le-Willows.
Ormskirk.
Orrell.
Portico.
Poulton-le-Fylde.
Preston, the English Martyrs.
„ St. Mary.
Rixton.
Scorton.
Skelmersdale.
*Southport.
Standish.
Tyldesley.
Ulverston.
Waterloo.
Weld Bank.
Westby.
Woolston.
Wrightington.
Zealand.
Castletown, Isle of Man.
Peel.
Ramsey.

Missions in the Hundreds of Blackburn and Salford, in Lancashire, which make up the Roman Catholic Diocese of Salford. Salford diocese:

Contain aided Schools. Aided schools.

Salford, St. John.
„ St. Peter.
Pendleton.
Accrington.
Ashton-under-Lyne, St. Anne.
Aspull.
Bacup.
Barton-on-Irwell.
Blackburn, St. Alban.
„ St. Anne.
Bolton, St. Peter and St. Paul.
Burnley.
Bury.
Chipping.
Clitheroe.
Great Harwood.
Haslingden.
Heaton Norris.
Heywood.
Manchester, St. Alban.
„ St. Alphonsus.
„ St. Ann.
„ St. Augustine.
„ St. Chad.
„ St. William.
„ St. Patrick.
„ St. Mary.
„ St. Wilfrid.
Mossley.
Oldham, St. Mary.
Rochdale, St. John.
„ St. Patrick.
Stonyhurst.
Stydd.
Towneley.
West Gorton.

Contain no aided Schools. Schools unaided.

Ashton-under-Lyne, St. Mary.
Billington.
Blackburn, St. Mary.
Blackley.
Bolton, St. Edmund.
* „ St. Marie.
„ St. Patrick.
*Brownedge.
Bury (New Mission).
Enfield.
Failsworth.
Fairfield.
Farnworth.
Hapton.
Lee.
Levenshulme.
Longridge.
Manchester, *St. Aloysius.
„ St. Edward.
„ St. Michael.
„ St. Joseph.
„ Ackers, St.
„ St. Clare.
Middleton.
Oldham, St. Patrick.
*Osbaldeston.
Over Darwen.
Pleasington.
Radcliffe.
Rawtenstall.

---

* Schools attached to these missions at one time received Government aid, but have ceased to do so.

Ramsbottom.
Samlesbury.
Stretford.
Swinton.
Todmorden.
Walton-le-Dale.
Whitworth.

Shrewsbury diocese: MISSIONS in CHESHIRE, SHROPSHIRE, and NORTH WALES which make up the ROMAN CATHOLIC DIOCESE of SHREWSBURY.

Aided schools.

Contain aided Schools.

Shrewsbury.
Newport.
Wellington.
Chester, St. Wereburga.
Altrincham.
Birkenhead, St. Wereburga.
„ Our Lady.
„ St. Laurence.
Crewe.
Hyde.
Macclesfield.
Northwich.
Rock Ferry.
Runcorn.
Stalybridge.
Stockport, St. Philip and St. James.
„ St. Joseph.
Wrexham.
Holywell.
Flint.
Talacre.

Schools unaided.

Contain no aided Schools.

Acton Burnell.
Aldenham.
Bridgenorth.
Broseley.
Madeley.
Market Drayton.
Mawley.
*Middleton.
Oswestry.
Plowden.
Shiffnall.
Whitchurch.
Chester, St. Francis.
Bollington.
Congleton.
Darland Hall.
Dukinfield.
Hooton.
Knutsford.
*Liscard.
Middlewich.
Nantwich.
Neston.
Puddington.
Sale Moor.
Saltney.
Sandbach.
Seacombe.
Stockport, St. Michael.
Upton.
Bangor.
Carnarvon.
Llandudno.
Denbigh.
Ruthen.
*St. Asaph.
St. Beuno.
Mold.
Pantasaph.
*Rhyl.
Holyhead.
Welshpool.

Many of the missions containing no aided schools have primary schools which are not aided; and again, many schools not directly aided derive some benefit from the Parliamentary grant, since their masters or mistresses have been pupil-teachers in aided schools or in other ways have obtained some of the advantages of the training system instituted by your Lordships' Committee. But, on the other hand, it is in the very missions which contain aided schools that the most pressing wants call for the further extension of means of education.

(4.) While the Committee of Council possess no power of initiation, nothing, as it would seem, can be done for places

* These schools were at one time aided, but are so no longer.

which do not voluntarily put forth claims for assistance. The Department has no connexion with or knowledge of any persons living in them. But for the masses of neglected children in large towns, living often in close proximity to aided schools, something might, as I think, be attempted without seriously deranging the system in operation. Here the Department possesses in the known managers and certificated teachers of schools, a wide spread agency, whose powers for good have not been fully utilized.

Means of extending system

The changes of the Revised Code have in no respect exercised a more beneficial influence than in leading school managers to occupy a position of extended usefulness. In taking upon themselves the full and undivided responsibility for the management of schools, they have become familiar with the administrative rules of the Department and the reasons of them; they have learnt to exercise a sound discretion in the choice of teachers and assistants, to superintend the course of instruction, to exert means for securing a steady attendance of children, and to manage carefully the financial concerns of schools. But the managers of what I would call a complete town school, that is, a school divided into three departments for boys, girls, and infants respectively, each under its own trained certificated teacher with a competent staff of assistant or pupil-teachers, are sure to aggregate to themselves the few neighbours disposed actively to promote popular education, to draw into their well-conducted schools the children of the more respectable among the labouring class, and in exhausting the resources of the vicinity to render more hopeless than ever the condition of those who neglect to attend.

through managers.

Again, the trained teachers freely accept the duty of teaching the elements of learning to the bulk of their pupils, and discharge it most successfully by methods from which other teachers might well profit.

What I would beg leave to propose for consideration is, whether the managers of such town schools and the trained teachers in their employ might not be encouraged to extend education to the neglected masses around them. It appears to me not beyond hope that the prospect of grants upon practicable conditions might induce managers of existing central schools to open "schools of ease" where, in plain rooms and under homely teachers, the valuable experience already gained might be made of avail towards carrying the moral and intellectual benefits of education down to the classes not reached by established institutions. Details are beyond my province, but the main features of the plan which is in my mind are such as follow:—The managers of a school now aided, upon certifying that additional school accommoda-

"Schools of ease" recommended.

tion was required within a certain distance, might be allowed to apply for grants towards an auxiliary school to be under their own management. Such an auxiliary school should receive no grant for bare attendance of children nor on account of any children not individually examined, but it might be allowed grants upon individual examination together with a fixed proportion, perhaps one half, of the rent of the room. The managers should pledge themselves that the general methods pursued in the auxiliary school resemble those of the central school under direction of the certificated teacher. They might be permitted to keep the accounts of the two schools in common, so that any excess of subscriptions or grants obtained by the central school would be applicable without deduction towards the support of auxiliary schools.

By some such mode of encouragement as the above I think that the energy and experience of zealous managers and trained teachers might be economically and most advantageously spread over a wide field of usefulness.

I have the honour to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, JOHN GORDON, Esq., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *inspected by him in the Counties of* LANARK, RENFREW, DUMFRIES, *and* BUTE.

MY LORDS, Edinburgh, December 1868.

THE last year's inspection embraced all the schools which, as annually aided, I was honoured with your Lordships' directions to inspect. They were 223 in number, occupying "separate buildings, and separately managed," and comprised in all 335 "departments where separate teachers were employed"; the total attendance on the days of inspection amounting to 33,623. The assistance of Mr. Calder on this, as on other occasions, was invaluable.

The remarks to which this statement gives occasion refer to several distinct particulars.

Only annually aided schools inspected.

1. The inspection included no school aided only by building grant, and on that account only, subject to inspection; the number of such schools in the district being about 20. Nor did it include any unaided school to which inspection might have been invited, had it been supposed likely that the invitation could be accepted. The schools aided by annual grants were all that, under existing arrangements, could possibly be visited in the course of the last year. Yet the direction in the circular of August 1867 was not overlooked;—for the state of unaided schools helps to reveal more plainly the advantage that others have derived from aid; and, again, inspection without aid is not without benefit to the school itself, by exciting voluntary efforts for the removal of observed defects in its management, accommodations, apparatus, and otherwise. This was clearly proved by experience of the results of the first seven years of the public inspection, directed as that expressly was, not merely to obtain information, but to promote improvements in tuition and in the general economy of the schools,—in which several respects that course of simple inspection was by no means unfruitful.

New admissions to annual aid.

2. The schools for the first time admitted to annual aid in the course of the last year were 18 in number,—and not more, for various reasons. School managers, before fulfilling the conditions of augmentation, have often preferred to await the changes that seem now approaching in the whole elementary school system; and on the part of teachers, some are not willing to comply with the conditions of aid that require their possession of the Government certificate, and their surrender

of adjunct offices of some emolument; and some are not satisfied with article 48 of the Revised Code, or with some portion of its details—perchance also with some other parts of the Code. "Withal," says one of their number, who on this point speaks the sentiments of others, "I had rather "accept of the Revised Code as we now have it, and of the "judgment and authority that preside over it, than of the "parish boards which are now in prospect." On the whole, it is apparent, as stated in the report of the Committee of Council for 1867, that the "will is oftener wanting than the power to obtain the grants." The schools of all descriptions, and in all connexions receiving annual aid in the landward parts of this district, are 292 in number, forming rather less than one-half of the whole number of elementary schools existing in the same landward parts of the district.*

Aid discontinued.

3. The schools that have dropped from the list of the annually aided in the course of the last year are four in number; in the course of the last 14 years, 32. The circumstances that have led to these changes are: that the teacher, by some mischance, has been succeeded by another without certificate; he has himself not chosen to seek certificate, when that became necessary to his having the continued benefit of pupil-teachers; the resort to the school has declined from diminished population; the school has been absorbed in another; the schools called "ragged" now derive their share of the public aid from another Department; the accommodation, from increased attendance, has become insufficient. But the remarkable fact is, that during all those years there occurs not a single instance of a school ceasing to have aid from the failure of the voluntary subscriptions; showing that these have not been so uncertain a resource as might be supposed. When voluntary subscriptions are given at the call of whole Churches, as of the Established and the Free, experience has shown that their amount may be well relied on; but the case is different and more noticeable, when the subscription is that of individuals or small communities, and is yet so steadily continued.

Location of the schools.

4. The fitness of the location of the schools may be pretty well seen in the amount of the attendance they attract. The average number of children present at inspection in the last year was for each school 146; those having less than 50 present being 25 in number; those having more than 300 and less than 500, 21; having more than 500, 6.

---

* Statistics relative to Schools in Scotland, Education Commission, 1865.

It has not been stated that any of these schools are, in the opinion of the teacher, materially injured or incommoded by the vicinity of any other, aided or unaided; and there is some reason to believe that the like may be *generally* the experience of the latter. At the same time, in the very populous towns of this district, the schools are, of course, often near to each other; and in the country, a distance of only two miles sometimes warrants the rise of another school more convenient to a portion of the people distinct, it may be, in its occupations and habits. It may be well, then, to mark the nature of any disadvantage that may be occasioned by the proximity of schools to one another. Economically it seems but little, for if such schools came to be united in one, the teaching power of the latter and its cost must be proportionally increased. The question would then be, whether, in the case supposed, the large school or the small one were preferable for the end which is common to both, of effective instruction. Experience shows that in that respect the large school has commonly the advantage,—wherever, at least, there has been no marked error in the choice of its teachers; for instruction is ever benefited by the sympathy of large numbers collected for the same lessons. On the whole, however, it may be doubted whether, out of the large towns, there be *very many* situations that present any pressing or fair occasion for the union of two or more schools.

Description of the schools.

5. The inspected schools, and the proportion which they bear to the whole number of the same kind in the district, are enumerated under the following descriptions:—

—	Number.	Per-centage of all of same kind.
Parochial - - -	52	31
Sessional - - -	52	
Subscription - - -	119	31

It will be observed that the class of adventure schools, comprising in the landward parishes of this district 123, does not appear in the list of the inspected or the aided. This, for the three reasons that mainly occasion their exclusion—the want of local superintendence, the want of local contributions, the want of teacher's certificate from central authority. Each of these conditions of aid has its ground in circumstances that give to it a perpetual propriety, and so the Royal Com-

mission on Education in Scotland includes in the scheme which it offers to the country a positive requirement on each of these important points. So far that scheme, and so far the conditions of annual aid, accord or do not accord with the voluntary practice of the country.

The schools here named were, at the outset, well prepared to meet the conditions of annual aid; all had the requisite local government made to hand. The first had the voluntary subscription already realized in the voluntary portion of the Statutory salary. Congregational contributions for the Sessional schools are never, or very seldom, wanting wherever Sessional schools exist, that is, in the large towns. The Subscription schools include 50 at mining stations, where much of the income reckoned as voluntary is derived from voluntary appropriation by the workmen, of a fraction of their weekly wages—an instance of resource for the support of schools at once so natural and so fruitful as to merit imitation wherever circumstances may possibly permit.

It may be further observed, how general is the admitted claim of aid for the schools of all classes, not excepting the endowed parochial. When a committee of the House of Lords inquired, in 1845, concerning the state of the parish schools of Scotland, the Statutory salary did not exceed 35*l.*; and the evidence went no further than to recommend the increase of the maximum to 50*l.* or 60*l.* The estimate of what was requisite for the efficient management of the common schools, and in particular of the fitting amount of their teaching power, was then much lower than it has since most properly become. The Act of 1861 advanced the maximum to 70*l.*, and to 80*l.* when apportioned to "two or "more schools established in any parish in terms of the Act;" and still, the parish schools share the Parliamentary grants on the same conditions as the rest. The effect of this twofold provision, conjoined with other circumstances in the constitution of the parish schools, has been to maintain their position of superiority among the common schools of the country, and to present them as objects of ambition and reward to the more deserving teachers. It may be hoped that, in any future arrangements, the like superiority of a class of schools throughout the country will continue to be kept up for the same obvious advantages. Some difference of rank among the elementary schools, and perhaps of the sort now indicated, seems contemplated in the 54th section of the draft bill of the Scotch Education Commission, where candidates for the National schools are required to produce certificate either

from the Committee of Council or from the University examiners, the source of the certificate being taken, apparently, to indicate its grade.

6. The degree in which the schools serve different classes of the population may appear from the following enumeration:— Class of the population served by these schools.

	Number of Schools.	Children present at inspection.
For town population - - -	84	17,236
„ mining „ - - -	55	7,809
„ factory „ - - -	9	910
„ agricultural „ - - -	85	6,598

It is observed, that the provisions for these schools are not materially affected by the industrial or other description of the people for whom they are intended, excepting only the schools at mining stations,—where the managers have commonly provided school-buildings so eminently large, commodious, and well furnished with all requisites, as to contribute of themselves not a little to the furtherance of the teacher's work. Instances of the like liberality, though less frequent, are not rare among the schools of other classes elsewhere; and they cannot fail to impart a very favourable impression of the power of voluntary effort in this matter.

It is further observed that the class of the school, as above distinguished, does not in any noticeable degree determine any special quality in the subjects of instruction. The instruction is much the same for children of the town and of the country, of the mines and of the factories, and for the children of both sexes. There is, however, one effort at what may be termed technical instruction, which is found in a rather considerable and sensibly increasing number of the schools; this is in the various kinds of drawing, geometrical, engineering, and architectural, as exemplified in the practising department of the Glasgow Normal School, Annfield, St. Matthew's, Portland Street, St. Andrew's, David Street, Dundyvan, Whiteinch, Nelson Institution, Highland Society, &c. In such cases, the master himself has ever some marked talent of the kind, and it is commonly reflected more or less in the performance of some portion of his pupils.

"I have seen," says the head of a large engraving establishment, "specimens of drawing from one of these schools in

" the west, done by youths of 13 or 14, which give the " surest promise of future eminence, should art become their " profession."

In the common schools, however, there is but little room for any branch of technical instruction while the attendance ends so early as it usually does, and it seems that any considerable development of it must be reserved to a somewhat later period, and for a school specially designed for such instruction, and placed at some convenient centre. Night schools also might be well employed for this purpose.

A few years ago, as formerly noticed, a lectureship was set on foot in Glasgow, for "men practically engaged in " underground work, and for raising the standard of under- " ground overseers; for mechanics, such as wrights, black- " smiths, engineers; and for young men desirous of obtaining " a knowledge of mining." The experiment had every advantage from the competency of the teacher, and was not unsuccessful, but ended after a few years' trial. Its place has been supplied—it may be feared inadequately—by the night lectures occasionally provided for the workmen at some of the mining stations, through the commendable exertions of the mine owners, and their agents.

Teaching power.

II. For the 223 schools, the teachers, principal, secondary, and assistants under Minute, are 345 in number, giving on an average 1 to 97 of the whole number of pupils present at inspection. Adding a few assistants, uncertificated, and 493 pupil-teachers, the schools exhibit a good average amount of teaching power; while there are but 20 of their number having over 70 pupils, unsupplied with more than one teacher of any grade, or unsupplied with pupil-teachers.

It is of some consequence to note how, when the school has two or more teachers, the school work is distributed amongst them. One is always ranked as the principal, having his own department undivided, with a general oversight of the rest. The latter either take part as occasion requires, in any portion of the whole work, or a division of it is assigned exclusively to them, and commonly among the juniors. This last is the more frequent, and seems the better arrangement, for these reasons:—1. It realizes, at least in germ, the plan so often recommended of having two or more teachers, one for the lower, another for the higher branches, whenever, as in the parish and other schools, the instruction is not merely primary, but in part superior. Of late, the " departments " under separate teachers" have sensibly increased, and the tendency in that way seems to grow. It is plainly occasioned by what the Revised Code requires in the method of individual examination; and thus, what was before seen to

be desirable, takes place almost necessarily under the operation of a plan not specially thereto directed. In this important respect, the Revised Code has certainly promoted much improvement in the organization of the schools. 2. Where a second teacher has been tried, the effect is soon apparent in the improved results of the individual examination, and mainly in that section of the school which has been put under the second teacher's care. This is only what was to be expected from the division of the teacher's labour, and the more distinct assignment of its limits. 3. Other reasons might be added for the preference of a "separate department" where female teachers are concerned, and for committing to their charge the junior portion of the children.

The increase of the teaching power assuredly promises some gain to the more advanced instruction. But it is yet too soon to expect that this should appear in any very noticeable degree. For one thing, the great obstacle to progress in that respect obstinately remains in the short and irregular attendance of the older pupils.

On this, and perhaps on other accounts, the more advanced instruction seems still to require some special encouragements, such as might be given by an appropriate application of the school funds, derived as these are from the various sources of local rates, voluntary contribution, and public grants, all of which are, even now, available to one class of the schools, the Parochial, and all of them not unlikely, by and by, to constitute the dependence of the rest.

Of the pupil-teachers who completed their apprenticeship in the course of the last year, a few stated their intention not to pursue the teacher's calling. The number that dropped the apprenticeship uncompleted, under the liberty at present allowed by their engagement from year to year, was considerable. On the other hand, the candidates for apprenticeship during the last year (110 males, 64 females) were about as numerous as at any former time; and the number admitted much exceeded the number whose apprenticeship, complete or incomplete, ended in the course of the year. The supply of this mode of assistance appears not to have been greater in this district than the demand, and the latter, on the whole, to have been pretty well measured to the need, though in Glasgow it was met by some deficiency in the supply of male candidates.

III. The Revised Code, in its important Article 48, with the relative parts of Forms IX. and X., has produced more exact statistics of school attendance than had been obtained in Scotland at any time before. The sum of these

Attendance.

statistics for the 223 schools is comprised in these two particulars:—

The average attendance - - -	33,057
The number presented for the Standard examinations - - -	19,782

The number presented thus appears to fall greatly short of the average attendance, and it represents only those who, in the course of the year, had attended, however irregularly, for so many times as would amount to 20 weeks or more. Of the unpresented whose attendance had been of that amount or more, some had already left the school, more were only absent at the time, and some were unprepared. If compared with the number that attended in the course of the year for any length of time, the short-coming in the number of the presented would, of course, be very considerably increased.

It seems, then, to signify comparatively little, to mark the amount of attendance on any certain day, or the number on the school registers for whatever length of time during the whole year, when the number that irregularly and perhaps barely make out the 20 weeks attendance is so different from either of these enumerations.

Another proof of the short and irregular attendance is seen in the greatly diminished proportion of the pupils that arrive at the 6th Standard; scarcely a twentieth part of the whole number presented. In this negative manner the standard examinations speak less favourably of the state of progress than they do by the sum of the actual failures which they present.

The statutory obligation to attend school, seems in some respects, as warrantable and proper for other children as for those of the mines, factories, workshops, &c. Only the interference with labour and its value is by no means of the same amount in all cases, and the requirement of school attendance is not so practicable where the children are not congregated in considerable numbers for a common occupation and subject to a common oversight. The exemption of the latter from the obligation to attend has perhaps no better apology than this:—"Dans la voie du progrès politique, "nons voyons de temps à autre, l'ancien moule se briser, les "institutions sociales s'élargir, l'individualité du citoyen "occuper une place mieux défini; en adoptant la contrainte "en matière d'education primaire, ne vous semble-t-il pas "que l'on marcherait en sens inverte de la voie ordinaire du

---

* Congrès International de Bienfaisance de Londres, 1862.

"progrés." Meantime, these facts, not solitary in their respective kinds, may be noticed. The attendance in a large school at a mining station is quite regular,—for the managers have insisted that the workmen's children, after five years of age, shall attend it daily; at another place, the master strictly requires the cause of absence to be certified by the parent, and dismisses when it does not satisfy. Still better, an able teacher fills his school, and keeps it filled by the interest in his work, with which he inspires his whole neighbourhood. The thing to be above all desired and promoted is, of course, that the people of their own accord, and not by force of law, should see that their children receive, for a proper time, what the school has to offer. *Hæc pietas mihi Cæsar erit.* But as the case is so commonly very different throughout the country, the question of compulsion properly claims consideration.

IV. The results of the examination during the last year at the 223 schools, evening classes included, appear in the following statement:— Results of standard examinations.

—	Number examined.	Reading.	Writing.	Arithmetic.
Standard 1 - -	5,716	5,596	5,474	5,300
„ 2 - -	4,809	4,624	4,762	4,298
„ 3 - -	3,821	3,750	3,378	3,429
„ 4 - -	2,897	2,833	2,346	2,488
„ 5 - -	1,636	1,627	1,428	1,410
„ 6 - -	903	902	840	806

This is, on the whole, a better account of the matter than had been obtained in former years, and it comprises some instances of large schools showing a remarkable rate of proficiency, also instances of other schools showing as remarkable a rate of improvement accomplished in the course of a single year. In the latter cases, the teacher has not only for the first time taken the needed assistance, but has become more satisfied of the fitness of the method of individual examination as a test, at least *pro tanto*, of the real condition of his school. He himself being true to his duty, has presumably been used to test and know the progress of each individual pupil; and the individual examination is thus seen to accord exactly with his own practice, adding only the more distinct notation of results, and the consequent report.

It is matter of some moment to mark what proportion of the pupils are found still remaining in the school in one year, after they have undergone the 6th Standard examination. Commonly, there are some that, having already taken that examination, are not required, or do not choose, to take

it again, some that are offered under the new standard seventh, and some that have not made the requisite attendances. But, on the whole, the number that for these reasons are not presented for examination, though still present, is of very small amount.

Instruction beyond the standards.

V. To estimate and to mitigate the import of that fact, it is proper to observe:—1. That those presented for examination under the standards, at least under the three most advanced, receive a great deal more instruction than the standard examination includes, that is, in religious knowledge, geography, grammar, and arithmetic. These subjects are taught in all the schools; and more, in some. 2. When the instruction has been accurate in the three simple subjects of the standards, may it not be expected that the sense of having done well so far, will dispose as well as fit, more readily to make further progress at a future time, than would otherwise have been the case? 3. In every good school much is taught that does not appear ostensibly in the programme. The reading lesson book, for instance, does not serve only for instruction in the mere art of reading, it is a miscellany of interesting and useful knowledge; and for imparting such by suitable explanation and question, it ever should be used, though it is remarkable how often this is neglected. The method indeed of so treating the reading lesson, is essentially discursive, and so quite opposite in its nature to the regular and progressive method proper for other studies; but in the practice of education, one method often differs in its whole principle from another, while both, in due measure, are yet admissible and good. In the instance now referred to, examination in the subject-matter of the reading lesson, should be as habitual as it is on any other subject, if only for the reason that it countervails the less liberal, and so to speak, the somewhat mechanical application to the branches merely instrumentary. In many of the schools, this practice is well exemplified, in too many it is carried on remissly, and with somewhat less diligence than had been seen in former years. At the same time, as formerly noticed, there is some compensation in the more frequent practice in the upper classes, of writing abstracts of the import of reading lessons.

It is observed that the teachers look with increasing and lively interest to the results of the standard examinations as summed at the close of an inspection. This could scarcely happen were it not felt that the progress of all pupils, at every stage from first to last should be as accurate as possible; that it is not a new, or needless, or profitless thing to observe what the merits of that progress at each stage have been; and that the earlier stages of the standards are not those

that have the least claim to attention, both by reason of their sure influence on those that follow, and by reason of the short and interrupted attendance at many schools, leaving but little opportunity to proceed much further. Has the greater care bestowed on the three simple subjects of the standards told unfavourably on the further progress of the school?

The subjects of elementary education beyond those specified in the standards, are as many as they have ever been. No school in which "the scriptures are not read daily," (Art. 8); scarcely any, in which geography and grammar are not taught to some extent, as expected under the instruction to inspectors, 1862, and as specially encouraged in the later instructions of 1867. These subjects are included in the elementary programme, because the teacher would deem his work, without them, shorn of its fair proportions; because parents, on the whole, are ambitious that the young should not be without some notion of such matters; and because these are the standing traditionary studies of the parish school, and the parish school has ever been the model for all others of the elementary kind. Add drawing and music, now pretty frequent in the aided schools, and both well taught at the Normal—where most of the aided teachers of the district have been trained—and the elementary programme is complete. May it not be added that the tendency is less to have too few than too many subjects in the programme, for the reason that the subjects of a sufficiently fit and profitable kind are more than can be learnt to any good purpose during the short stay at school, which, however, does not hinder their being sometimes admitted there, and oftener suggested for admission.

Instruction beyond standards inspected.

The instruction, elementary or more, beyond the standards was in all schools a distinct subject of inspection; not, indeed, by individual examination, but in the way of examination by properly chosen instances. The Minute of February 1867, conditionally encourages instruction to a certain amount beyond the Sixth Standard by a certain addition to the public grant.

Irrespectively of that encouragement, may not much benefit be hoped from the inspector's "giving a formal and "specific character to his examinations in subjects exceeding "Art. 48?" In so far as such examination has been practised in this district, the progress in these subjects does not appear to have been at all inferior to what it was prior to the operation of Art. 48. The reasons are, that the teaching power has been increased, and that the teachers have been nerved to more exertion by the demand which that Article

involves. It may be doubted, indeed, whether teachers have ever been animated by a better spirit, in the whole duties of their calling, than at the present time.

Recent changes.

VI. The remarks that follow refer mainly to changes that appear to have taken place within the last year or two, and in the schools of both classes, primary and secondary.

1. Some teachers have remarked that their task of preparing for the individual examinations has become much easier than it was at first, doubtless, because themselves have become more reconciled to this new method, but chiefly as they allege, by their having learnt to employ better both the assisting teachers and the taught. There is some reason to think, that the same has been matter of pretty general experience.

2. It is certain that the schools show less of that mismanagement which is at once seen in the entire, allowed, and almost prescribed idleness of many. Art. 48 supplies school occupation for all over six years, with the aid, of course, of the additional teaching power which it requires and has produced.

3. It is ever an important point in tuition to determine how far the lesson should be helped by the teacher, and how far left to be mastered by the efforts of the pupil. Each of these opposite and necessary methods has been improved of late, and the balance betwixt them somewhat better adjusted. The increase of the teaching power has given to the younger more of the help which they require; and the more advanced have been thrown more upon their own efforts by the more frequent practice of written exercises, perhaps the greatest, so far as practised, of all the recent improvements in the common school management. The simplest of these exercises is the writing to dictation; the rest consist generally of abstracts of reading lessons, of "writing plain "letters or narratives upon some simple subject of common "life, or from recent readings of lessons." (Instructions to Inspectors, 1867.) "I require," says the master of Young Street school, Glasgow, "descriptions of visits made "to particular places, and of the processes employed in the "manufacture of certain articles, such as iron, steel, pottery, "glass. The information is obtained by the children themselves visiting the establishments where the different "manufactures are carried on; and they are made to describe them in their own words and their own way." In another school, the advanced pupils write their own remarks, reflective and even critical, on passages they have read, both in prose and verse. The very name assigned to such exercises in formal works on education, "la forme d'inven-

tion," "Heuristische Lehreform," indicates the quality of self-reliance and independent thought which they are meant to cultivate. At the same time, they tend to counterbalance and compensate anything that occurs in the school work, necessarily of a less intellectual nature.

4. The same letter of instructions intimates that "managers "are left free to decide in what direction they will extend "the instruction of their schools beyond Art. 48," and that they may do so "in direct continuation of that Article." The latter course has in all cases been their choice. They have added nothing to the subjects of the school programme so long fixed by the custom of the country, preferring only to extend these subjects further than the Article requires. Variety in the subjects of instruction serves the good purpose of enlivening and relieving attention; but concentration on a few has its virtue also in making all that is learnt well learnt, and likely to be of lasting benefit. On the whole, as many different branches are usually taught as the short period of the school attendance permits; and there is as much room for reducing as for increasing their number.

5. By the same Minute inspectors are directed to "con- "duct the higher examination orally, on paper, on slates, or "by means of blackboard," according to the nature of the subject. The method of examination does not always follow the method of teaching, but commonly it does. In regard, then, to the teaching method. Religious knowledge, the import of reading lessons, and the small portion of history that belongs to an elementary course, are, for the most part, taught simply by reading, with "oral explanations," and without the aid of slate or board; the comparatively abstract quality of the matter admitting of no illustration by such means. To the other parts of the course these means are more appropriate. But the method of tuition, as well as the knowledge it conveys, has of itself very much of an educating influence; and the method first mentioned, which borrows nothing from the material appliances (the *übersinnliche*), has its proper and important uses, no less than the other Of the extent to which that first-mentioned method goes, something may presently appear upon the subjects to which it is applied.

6. The elementary instruction beyond Art. 48 is, in general, of much the same degree of merit as that which appears from the results of the standard examinations, especially from the examination of the two or perhaps three higher grades. This uniformity might be expected, from the fact that what a teacher is in one part of his work, the same he commonly is in the rest of it; this at least, where

he himself has an adequate knowledge of what he has to teach, as may be supposed to be pretty commonly the case where only elementary instruction is concerned. There are, however, exceptions; in some schools, there is a marked difference of progress in the standard subjects, and in those more advanced, the advantage more frequently on the part of the latter. But the reverse also is not without example, and it is commonly caused by the junior portion of the school having been placed specially under a second or assistant teacher charged with no other duty.

7. The progress beyond Art. 48 might be further compared with the same as it appeared prior to the application of annual grants. But, for this comparison, the data, from the nature of the cases, are not quite sufficient. Twenty years ago, a comparison was sometimes made betwixt the progress in one class of schools,—the parochial,—and in the inspected schools of other elementary classes; and then the parochial showed a marked superiority. Does this continue? Not in the same degree among the inspected schools of the present time. For, while the parochial have certainly not declined, the other schools now classed with them for inspection have, in the meantime, greatly profited by the public grants, and the consequent advantages; and thus, so to speak, they have been in a very considerable degree levelled up. To compare, for instance, the parochial schools with those of the mining class in Lanarkshire, the latter are under a superintendence by the mine-owners or their agents, certainly not surpassed in closeness by that of the parish school managers; they are visited, generally on invitation, by the presbytery or clergy of the bounds; and their average income, apart from the public grants, is generally of more amount than that of the parish schools.

8. The religious instruction is of very unequal merit in different schools. But, on the whole, it has been the subject of at least as much care and effort on the teacher's part, as at any former time. In a few schools, this branch is the only one that can be said to be well taught; in not a few, it is taught with admirable talent, judgment, and knowledge. Among the latter, the schools under female teachers bear a large proportion, as those of St. Enoch's, Port Dundas, Biggar, Househill, Coltness, Auchenheath, Wishaw Public, Cambusnethan Parochial, &c.

Desiderata.

VII. It is not enough, however, to compare certain portions of the given instruction with certain other portions, or the whole of it with the whole of what it had been at any former time. It is necessary to judge of it by the absolute standard of what it ever ought to be, and in that view, it

cannot, on the whole, be so favourably represented. The great cause of the shortcoming is the insufficient attendance at the school, not inability on the teachers' part,—for that is clearly proved by the fact that often the advanced branches are very well taught, while the number that have remained to receive them is very small. It appears, then, that the object to be kept in view by patrons in the founding of a school is not simply to promote education, but, to promote the desire for it,—this last not the least difficult part of the undertaking.

The improvements which are wanting in the general state of the instruction may be shortly summed. (1.) It is desirable that the same most instructive style in the teaching of religious knowledge which is found in some schools should be realized in all; the highly educating nature of that branch, as well as the perfect fitness of its place in the common schools, would then be conspicuous to all, and it would be seen how well the true basis of morality is placed upon religion. (2.) It is desirable that more attention, and better ascertained attention, were given to the subject-matter of all reading lessons. (3.) It is desirable that the lessons in history should, in elementary schools, be mainly upon passages, however detached, that contain some obvious and striking moral, which, indeed, is ever the occasion of any very profitable interest in history, and which in schools should ever be distinctly pointed out. (4.) Too often the grammar stops at the naming of parts of speech, leaving all that belongs to syntax untouched, and no trial in the analysis or structure of even simple sentences. (5.) The principles of the rules of arithmetic, included under Art. 48, are but rarely taught, even to those whose progress goes much further, interesting though these principles are at any stage, and well fitted to facilitate further progress. (6.) It is remarkable how limited is the field often offered for the examination in geography; it is but a small part of the contents of any of the common class books on that subject, and generally confined to such countries as are presented in the few large maps that are at hand. This is the more remarkable, as any part of the class books, well taught, would be of nearly equal interest, and might be learnt with equal ease. It may be noticed, also, that the terrestrial globe, even when not wanting among the apparatus, is rarely much in use, though much use might be made of it for purposes purely geographical. The limited range of this study, as of others, is, however, very often matter of necessity, there being plainly no time to extend it further. (7.) The infant schools

of the district are commonly attached to more advanced schools, and properly so called they are about 15 in number. It is seldom that any of the children seem too young to be placed there, considering especially the description of the homes of many. And commonly, what they are taught, is pretty well kept down to the level of their understanding; indeed, the effort so to lower the instruction sometimes goes too far, as when things are taught which, in due time, are learnt, *nullo monente*, so naturally and surely as to require no teaching in the school at all. The same needless dealing with rudimentary first notions is sometimes seen in other schools a little more advanced, and it occurs chiefly on the subjects of geography and grammar. But the case being rare enough, examples however striking need not be given. (8.) The night schools, 17 in number, were attended by 605 pupils at the time of inspection. In most of them the instruction is confined to writing and arithmetic, reading being supposed to have been already learnt. All of these schools show less or more of the disadvantages they are under, from being open only for three or four months in the year, from irregular attendance, and from some degree of lassitude after the labours of the day. Uniformly, however, they present a very pleasing appearance of good order among the pupils of both sexes, and of quiet attention to the tasks which they have voluntarily chosen for their own improvement. It is, however, to be regretted, that the schools of this class should have the effect of causing many to be satisfied with less of the day schools than they otherwise would be; this may be, in part, counteracted by the practice of reporting, as present at the inspection, only those under 21 years of age.

Secondary instruction.

VIII. In about a fifth part of all the schools the instruction is more or less of a secondary kind, comprising languages (Latin and French), a little geometry and algebra, in some instances a little Greek, a portion of English history, some notions of English literature and of physical science. And the fact is very noticeable, that where these branches are taught the schools commonly make an excellent appearance in the standard examinations,—this, for the reasons before mentioned. The secondary instruction, as now described, occurs not in the parish schools alone—at the top of the elementary system and surmounting it—but often also among the rest. It is not so frequent, indeed, in the parish schools, or at least not given there to so many of the pupils as, in former times, it seems to have been. Among the causes of that change is this, that the parish schools are not now frequented

quite so much as formerly by children from the upper classes of the population, to whom it is now so much more easy to resort for education to more central places. A few years ago, it was ascertained that the children coming from a distance for the benefit of the academies at Ayr, Kilmarnock, Irvine, and Dumfries, and for that purpose residing in these towns, were 264 in number; the greater part doubtless drawn from the counties of Ayr and Dumfries. Here is a reason for looking well to the number and quality of such central academies, and a reason also in behalf of the more stationary portion of the children, for an ampler supply of teaching power to the parish and other schools.

Furnished in that respect as these are even now, the secondary instruction in many is of great value. Among these, the parish schools of Mearns, Biggar, East Kilbride, Carnwath, Neilston, Inchinnan, Eastwood; subscription or privately endowed schools—Nelson's Institution, Paisley; Gartsherie; Airdrie; Portland Street, Glasgow; Howood. Languages and mathematics are of very rare occurrence in the sessional schools, all of them in towns where these branches can be had elsewhere. An example of what the secondary instruction is in a school of each of these kinds may be subjoined from the general observations in the special reports.

I have the honour to be, &c.

JOHN GORDON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

Mearn's Parish School.—"The first class show a remarkable degree of progress in religious knowledge, the most advanced parts of arithmetic and geometry, in which last four boys and one girl professed the six books of Euclid, and demonstrated correctly the propositions offered to them by myself on each of the books. A much larger class showed a very good knowledge of British history (White's) up to the end of Charles II. I must commend also the grammar, historical geography, and working of problems on the terrestrial globe by the first class. Three boys and one girl have made fair progress in Latin. The standard examinations gives 95 per cent. passes."

Nelson Institution, Paisley (*Privately Endowed School*).—"In the highest of the elementary departments the subjects taught are many, and all taught exceedingly well. These are, English grammar offered in the syntactical parsing of any passage in the advanced reading book; geography, political and historical; an important portion of British history; some general literary history; arithmetic in the rules of pro-

portion, interest, and fractions; bookkeeping by 21; essays on composition by 38; and drawing (freehand, geometrical, and model) by about 200. The exercises in the latter are submitted to the Department of Science and Art, and last year prizes were awarded for 50 or 60 of their numbers. It is remarkable that while the standard examinations show such excellent results as upwards of 99 per cent. passes overhead of the whole school, there is so great proficiency in so many extra subjects, &c., &c. The secondary instruction consists of Latin, for 21 pupils; Greek, 10; Euclid, 14; algebra, 14; French, 28. It may be added that a pupil from this school obtains the Snell Bursary to Baliol at the close of the present session."

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, JOHN HALL, Esq., B.A., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS, *inspected by him in the Counties of* ARGYLL, AYR, KIRKCUDBRIGHT, WIGTOWN, *and in the* WESTERN ISLANDS OF SCOTLAND.

MY LORDS, Irvine, January 1869.

I HAVE the honour to present to your Lordships my general report on the schools visited by me during the year which ended 31st August 1868.

District. The district assigned to me comprises the counties of Ayr, Kirkcudbright, Wigtown, and Argyll, the Island of Skye, and the group known as the Long Island. Since my appointment in July 1866 I have visited the three counties first named twice, and Argyll and the Hebrides thrice, but the remarks which follow have reference principally to the work of inspection during the past year.

Assistance. By arrangement with my colleague, Mr. Gordon, I enjoy the benefit of Mr. Robert Calder's assistance during part of the year, and I have thankfully to acknowledge the great advantage I derive from his practical acquaintance with the details of inspection. With his excellent co-operation I have in a good many instances found it feasible to visit two schools in one day, and thus, notwithstanding their large number and isolated position in some parts of the district, I have succeeded in visiting all the cases hitherto referred to me for inspection.

Number of schools. During the year for which I am now reporting, 211 schools, taught by 255 teachers and 165 pupil-teachers, were visited; 204 for annual grants and seven for simple inspection.

School accommodation. These schools provide, in the aggregate, accommodation, at the rate of eight square feet of floor area, for 23,868 children; the actual number in average attendance during the year being 17,030, of whom 9,422 were boys and 7,608 girls.

Improvement in school premises. In aided schools there is gradual improvement in the state of the buildings, offices, &c., and the managers, ministers, for the most part, of the Church of Scotland, show themselves well disposed to do all in their power to further this improvement. By whom effected. As an instance of this disposition I may mention that in one case a parish minister, mistaking the import of the words "supplied with offices," put himself to the trouble and expense of providing the teacher with a commodious stable and cow-house, and this is but one of the

many instances that might be adduced to show the sympathy and assistance accorded by ministers to their teachers.

Managers. Indeed they are frequently the only persons who trouble themselves at all about the welfare of the schools in their parishes, and I gladly avail myself of this opportunity to make that honourable mention of them which is their due. Their reception of myself has been uniformly cordial and kind, and I have repeatedly, and especially in my tour through the Hebrides, been indebted to them beyond the possibility of repayment for extending to me the "hospi- "talities of the manse," and for otherwise materially aiding me in the discharge of my duties.

New schools. New and commodious schools have recently been built at Colmonell, Dunskellar (N. Uist), Hilipol (Tyree), Innishail (Loch Awe), and Lagavullin (Islay), and Smith's Institution (Ayr) has been enlarged and much improved.

Defective buildings. The following require renewal or enlargement, namely :— Ardrossan P.S., Balligrant Fem. Ind. S. (Islay), Craigie P.S., Maybole West Ch. S., Tarbert G.A.S. (Lochfine), Toward Side P.S., Wallacetown E.C.S. (Ayr), West Kilbride, Par. S., and at Uig in Skye where the buildings are the worst with which I am acquainted.

Augmentation refused. Of aided schools I can call to mind one only in which the teachers suffered the loss of their Government money because of defective buildings. In the case of five schools visited for annual grants, your Lordships, looking to the unsatisfactory character of the examinations, refused payment of the augmentation grant, and in one instance because of the "dis- "honesty of the school registers and consequent absence of "the managers' certificates."

Apparatus. Slates and pencils. The supply of black-boards, maps, books, slates, &c., is in general sufficient. There are schools, however, in which (will it be believed) I have found myself brought to a stand-still in my examination of the children for want of slates, and more often still for lack of pencils. It is painful to witness the fragment that is sometimes made to do duty for a slate, showing, as it does, how little trouble has been taken by the teacher to place his scholars on that vantage ground from which they may perform the exercises required of them under the circumstances the most favourable to themselves. Often too the pencil used is so small that the child can barely see beyond his fingers as he holds it. These are points apparently trifling, but of first importance in reality. On entering a school it is not difficult for one accustomed to judge of such things to predict with almost absolute certainty, from the mere appearance of the slates and pencils, the manner in which the scholars will acquit themselves.

Want of preparation for inspection.

With slates unruled and pencils short and blunt a large number of failures, or, at any rate, of unsatisfactory passes, is the natural result; but in the carefully ruled slate and sharp pencil of proper length there is an earnest—I had almost said a guarantee—of good work. It has been my wont, therefore, where such advice has seemed necessary, to impress upon teachers the importance of having all the members of the three lowest standards suitably supplied with slates ruled with a few *permanent* lines, and also with pencils properly sharpened. The advantages to be derived from providing even the youngest scholar with a slate inalienably its own are obvious, but in practice they are strangely overlooked.

Infants to be provided with slates.

The thick slates now sold without any framing are of moderate cost and at the same time the most serviceable.

The importance of the black-board as an educational instrument is sufficiently recognized to ensure one at least in each schoolroom. But that it holds its proper place in the daily instruction is open to doubt. In some schools it is scarcely ever used, and it is surely a matter for regret that there should be any in which it is not used at all. In the course of my official work I have come upon schools in which the black-board, stowed away in a corner and covered with dust, did not require the teacher's admission that he had no chalk to show that it was rarely if ever used. It is not a little astonishing to find a teacher voluntarily discarding an instrument which even the best teachers regard as their most invaluable ally. But some excuse for such a course is perhaps to be found in the construction of these boards themselves. As at present built they are so heavy and cumbrous, and so difficult to move from place to place, that they constitute an obstacle in the way of classes.

Black-board, not sufficiently used.

Reason for this.

In the instruction of a class occasions in which illustration may be materially assisted by means of the board arise so frequently, and often so unexpectedly, that unless it be available at the proper point without much trouble, its use is in danger of being dispensed with altogether. A light board supported on a light easel, so as to be easy of carriage to any part of the room, will be found the most serviceable form of the instrument.

Importance of black-board.

Suggestion.

The manner in which some teachers keep the log book shows how easily and completely it may be made an interesting and useful record of school work. Well-kept log books are, however, few and far between; and it is comparatively seldom that they bear the marks of having received more than a fugitive attention from the teacher. Indeed, the daily entry which, in accordance with Art. 57, R.C., has

Log book.

How kept.

to be made in the log is regarded by many as a great bore, and is not unfrequently, I have reason to fear, put off till the end of the week. It is common to find the first line of each page occupied by such an entry as "no remarks," or "the usual progress was made," and the following lines by the word "ditto" faithfully repeated to the end of the page.

Its abuse.

In one or two cases the log book has been made available for the ventilation of the teacher's grievances against the inspector.

Registers.

As a rule I have not found the time at my disposal while in a school sufficient for more than a cursory examination of its registers, and I have had, in the great majority of cases, to rest satisfied with the attestation of the managers, who, for the most part I am satisfied, take a correct view of their function in the matter. Such of the registers, however, as I have had occasion from time to time to examine for myself have accorded so ill with the figures of the examination schedule that the confidence with which I had been inclined to regard them has been a good deal shaken.

Suggestion.

With a view, therefore, to ensure greater accuracy in the registers of attendance, it is suggested that they be so regulated as to size as to be complete as a set at the end of the school year, and that it be in the option of the inspector to take them with him for examination at home should he see fit. Instances of the exercise of this power on the part of the inspector would, it is hoped, be rare; and the suggestion is made not in a spirit of espionage, but in the hope that the effect of it will be to lessen or altogether remove the necessity for such a course.

Certificated teachers.

The number of certificated teachers in my district has increased from 231 in 1867 to 248 in 1868, the corresponding increase in the number of pupil-teachers being 12. The certificated teachers of my schools are, as a body, I am glad to say, devoted to their work, and, with a few exceptions, efficient in the discharge of it, while not a few of them are men whose substantial attainments and gentlemanly bearing make them an ornament to their profession.

Pupil-teachers.

Their papers.

As to the efficiency and attainments of pupil-teachers I cannot speak so favourably. Their examination papers are often but indifferent productions, marked principally by a slavish subservience to cram,—rarely by thought or discrimination. Straightforward questions couched in the usual phraseology are usually answered satisfactorily, but deviations from the ordinary mode of expression have not been encouraging.

Arithmetic.

The subjects with which I am least satisfied in these papers are analysis, composition, arithmetic, and history. In arith-

metic "proportion" and "circulating decimals" appear to constitute the chief difficulties. To "find the number which "exceeds 14 by 30 per cent. of itself" is one of the test questions whose solution I have very seldom obtained. The treatment of decimals is very inaccurate, exhibiting in many cases a complete ignorance of this simple but most useful division of elementary arithmetic.

History. The answers in history are in the majority of cases nothing more than verbatim et literatim transcriptions from the text book of pieces which have been committed to memory, resulting sometimes in an amusing jumble too surely indicative of an over-burdened memory.

Teaching. It is part of my duty to ascertain the degree of aptitude shown by pupil-teachers for teaching. For this purpose I am almost invariably presented with a junior reading class, no matter at what stage of his apprenticeship the pupil-teacher may be. My request that a more advanced class should be manipulated has generally been met by the answer that the pupil-teacher, not being accustomed to do so in the ordinary routine, is timid and afraid to undertake it. This is unsatisfactory. In the later half of his service a pupil-teacher ought to be gradually cutting loose from leading strings, and to show some capacity to handle one of the higher subjects, as geography or grammar. In this respect there appears to be more left for the normal school to complete than seems either necessary or judicious.

Supply of pupil-teachers. I am not aware that any general difficulty has been experienced by managers in obtaining the requisite supply of pupil-teachers. The difficulty, if any, has been rather as regards quality than quantity.

The fact that pupil-teachers are not at present indentured, but only engaged from year to year, has had a pernicious effect both upon the teacher and upon the apprentice. It is not difficult to see how. The bond between them is too easy of rupture to be effective in securing the maintenance of due authority on the one hand or of efficient service on the other.

Assistant teachers preferred to pupil-teachers. Instances of apprentices leaving at the end of their first, second, or third year have consequently become not uncommon, and, under this abnormal arrangement, a strong preference for assistant teachers has shown itself, a preference whose operation is perhaps more prospective than immediate.

Schools visited for simple inspection. My acquaintance with unassisted schools is limited, but the whole of it goes to convince me of their inferiority as a class to those regularly in receipt of inspection; and chiefly in points relating to order, discipline, and knowledge of approved methods of teaching. The old tendency to foster the higher classes at the expense of the lower is also apparent.

Results of inspection.

The results of inspection during the two years just ended are for convenience of reference and comparison thrown together in the following tables A, B, C:—

TABLE A.

Year.	No. of Schools visited.		No. of Teachers.				No. of Pupil-Teachers.			No. of Candidates.			Number of Scholars.				
	For Annual Grants.	For Simple Inspection.	Certificated.	Not certificated.	Assistants under Minutes.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	On the School Registers.	Present on the Day of Visit.	Qualified for Examination.	No. examined in the Standards.	Infants examined.
1866–67	196	10	231	10	8	249	116	37	153	59	25	84	20,912	17,036	14,442	9,779	849
1867–68	204	7	248	7	2	257	121	44	165	57	17	74	21,770	17,997	15,447	10,433	795

TABLE B.

Standards.	Year ended 31st August 1867.									
	Number examined.	Named on Schedule for Examination but absent.	Passed in			Total No. of Passes.	Per-centage of Passes in			Total Per-centages.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	2,694	343	2,624	2,476	2,282	7,382	97·40	91·91	84·70	91·34
II.	2,427	282	2,345	2,352	2,010	6,707	96·62	96·91	82·82	92·12
III.	2,020	233	1,961	1,758	1,750	5,469	97·08	87·03	86·63	90·24
IV.	1,373	168	1,145	1,067	1,106	3,318	83·39	77·71	80·55	80·55
V.	779	100	765	655	693	2,113	98·20	84·08	88·96	90·41
VI.	486	75	477	429	442	1,348	98·15	88·27	90·95	92·45
Totals	9,779	1,201	9,317	8,737	8,283	26,337	95·27	89·34	84·70	89·77

TABLE C.

Standards.	Year ended 31st August 1868.									
	Number examined.	Named on Schedule for Examination but absent.	Passed in			Total No. of Passes.	Per-centage of Passes in			Total Per-centages.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	2,891	308	2,814	2,607	2,393	7,814	97·33	90·17	82·77	90·09
II.	2,385	281	2,327	2,337	2,090	6,754	97·56	97·98	87·63	94·39
III.	2,002	199	1,958	1,770	1,762	5,490	97·80	88·41	88·01	91·41
IV.	1,502	144	1,475	1,249	1,249	3,973	98·20	83·15	83·15	88·17
V.	955	95	942	818	825	2,585	98·64	85·65	86·39	90·23
VI.	698	65	693	641	593	1,927	99·28	91·83	84·95	92·02
Totals	10,433	1,092	10,209	9,422	8,912	28,543	97·85	90·31	85·42	91·19

Throughout my district generally, and especially in the highland and insular portions of it, irregularity of attendance is sorely complained of. One form of it has come prominently under my own observation, namely, the extent to which it prevails on the days of inspection. From tables B, C, it appears that in 1867 and 1868 the number of scholars absent *from their standards* on the days of visit amounted in the aggregate respectively to 1,201 and 1,092, or to 11 per cent. and 9½ per cent. of the total number of those whose names were inscribed on the examination schedules as expected to attend on those days. In other words, it appears that under the system of payment on individual examination the aggregate loss sustained by the schools under consideration would, in 1867, have been 432*l.*, or about 2*l.* 2*s.* per school, and in 1868, 397*l.*, or about 1*l.* 18*s.* per school, the calculation being made on the supposition that the absentees would, if present, have passed at the same rate as those actually examined. This is an amount of desertion far too large to be accounted for by sickness or inclement weather, and it is believed to be to a large extent the result of apathy on the part of unsympathetic and ignorant parents.* At the same time, teachers might, by making this irregularity a much more heinous offence than they usually do, themselves contribute much to its reduction. The irregular scholar has in most cases no better plea to present than the truant, and his treatment should be scarcely less severe. Irregular attendance.

As a partial remedy for this distressing evil a system of prepayment of fees with suitable discount, liberal in proportion to the time for which prepayment is made, has been advocated, but as far as my experience serves me I have not found that the suggestion has received the attention it merits. The subject is admittedly difficult, and the plans for its removal, alternating between kindness and severity, are very various; but in the absence of a compulsory system the best remedy is, perhaps, after all to be looked for rather in an increased and livelier sense of responsibility on the part of the parents than in desultory efforts put forth by managers and teachers.

In the three lowest standards, where one does not look for much more than correct and distinct utterance, with suitable attention to punctuation, the reading may be described as good on the whole, and there is usually no diffi- Reading.

* I have known the wife of a comfortable farmer, herself apparently well educated, send a note to the teacher on the day of my visit to his school stating that she kept her boys from school that day, as she did not approve of making them the means of procuring or helping to procure the Government grant.

culty in ascertaining whether or not the exercise is sufficiently well performed to merit the pass mark. In the other standards, however, the determination of this is often embarrassing. In those standards the more advanced character of the reading lessons and the greater age of the scholars demand more intelligence and greater expression and finish in the character of the reading, making it not unusually a matter of peculiar difficulty to decide whether the performance is so far destitute of those qualities as to justify the inspector in withholding the pass mark. And it thus happens that, as regards reading, the tables show a per-centage of passes which, without the explanation now given, would to a great extent be a fallacious indication of the actual character of the reading of the higher standards. That the reading of a boy or girl of 10 or 11 should be so mediocre is doubtless owing, in a great measure, to the perfunctory and passive part too often taken by the teacher in this part of his work. Children will hardly be made to read well by precept alone; the example and emphasis of the living voice must be added. A master who is himself a good elocutionist and fond of reading aloud to his scholars never fails to produce good readers, and, indeed, to make the performance of the exercise to the full as pleasant and refreshing as singing is found to be.

Not good in the higher standards.

Reason for this.

Reading books.

The reading books in general use are very good. I cannot but think, however, that an infusion of dialogue would improve them.

Suggestion.

Greater attention, too, ought to be given to the examination of the scholars on the meaning of the passage read, to the meaning and derivation of words, and to the recital of passages committed to memory. The neglect of these points is, I am convinced, a fertile source of the errors in spelling which so often mar the dictation exercise, for "there is no "resource where there is no understanding."

Unintelligent reading the cause of errors in spelling.

Writing.

Writing (*i.e.* penmanship) is the subject which furnishes the fewest failures. Although better than reading and arithmetic, it is in the fourth and higher standards frequently marked by a want of neatness and by blunders in syllabification which seem to show that the exercise of which it forms a part is often performed upon paper for the first time on the day of inspection.

A considerable proportion of the girls still learn angular or "ladies' hand," as it is called, but as in mixed schools under the influence of the Revised Code boys and girls are now taught to write together, the practice is losing ground and giving place to a more sightly caligraphy.

The failures in dictation—nearly all in spelling—amount to 10 per cent. The most difficult steps seem to be in pass-

ing from the second standard to the third, and from the third to the fourth.

The failures in arithmetic amount to 15 per cent. Arithmetic.

As compared with 1867, the year 1868 shows some falling off in arithmetic in Standards V. and VI. This is apparent, not real. In 1867 many of the teachers of my district informed me that they were not aware that notation would form part of my examination, and I had in consequence to relax a little in setting questions to those standards, from whom a knowledge of notation is expected. But since the month of March 1868, when I began to examine in the higher standards by means of cards having the questions printed on them *in words*, I have always insisted on this part of the subject. In effect, though not in fact, this alteration in the method of examining was equivalent to a considerable increase in the difficulty of the questions set, and of itself sufficient to account for the apparent falling off referred to. Examination by means of printed cards. Effects of it.

Another effect of thus examining by cards has been to lessen the amount of copying among the scholars, and to render them more self-dependent and honest. It is seldom that my special reports are disfigured now, as they used to be, by complaints as to forgery and copying.

In the year ended 31st August 1868 the aggregate number of children on the registers of the aided schools with which I am officially connected was 21,264, of whom 65 per cent. were under 10 years of age, and not more than 15 per cent. above 12. In the same year 10,433, or less than 50 per cent. of the total number on the registers, were presented for examination in the several standards in the following proportions:— School stay of scholars, and proportion in each standard.

PER-CENTAGE of CHILDREN examined in each STANDARD.

—	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
1866-67	27·55	24·82	20·65	14·04	7·96	4·97
1867-68	27·7	22·8	19·2	14·4	9·1	6·7

In other words, 70 per cent. were placed in the three lowest standards, and the rest in the higher half.

To no subject is more attention paid than to instruction in religious knowledge. It naturally divides itself into two parts—Bible narrative and Shorter Catechism. Considered as a piece of history the former is well imparted and generally well known, but attempts at inculcating religious and moral lessons drawn from the preceptive parts of Holy Writ Religious knowledge. Bible.

Catechism.

are comparatively rare. That the repetition of the questions of the Catechism is, in most schools, wonderfully accurate must be admitted when the peculiar and difficult phraseology of many of them is considered. It is the accuracy of rote, however. It is the exception to find a teacher troubling himself about the meaning, and in these circumstances the addition of Scripture proofs to questions already sufficiently hard, is for children a questionable benefit.

Effect of Revised Code on the higher work.

I have no reason to think that the higher branches have seriously suffered from the greater attention directed to the elementary subjects since the introduction of the Revised Code. Some schools there are, doubtless, which show considerable change in this respect, but in all such cases the change has been for the better. If there is less upper work the lower is better, where formerly neither was satisfactory. Of such it may be said that, like sailors in rough weather, they have, under the stress of the new examination, been forced to relinquish a portion of their encumbrances, and that they are all the better for it.

No diminution of the higher work in the best schools.

On the other hand, in schools conducted by teachers fit for their work this change has had no place, the fact being that excellence in the standard work invariably goes hand in hand with efficiency in the so-called higher subjects, and *vice versâ*.

Grammar.

Of the more advanced subjects grammar is that which is least successfully taught, and whose practical effect upon the children is the least apparent. I cannot but think that there is room for improvement here. A boy who has passed a considerable part of every day for five or six years under the intimate cognizance of his teacher ought to know something of grammar, at least practically if not theoretically. Some masters, whose teaching I remember with pleasure, never allow an ungrammatical expression to pass uncorrected, no matter what the subject presently in hand may be, and in this way more is done towards instruction in this branch than can be effected by much poring over the text book. The teacher whose ear is grammatically dainty soon makes his scholars as fastidious as himself, and all solecisms are speedily laughed out of his classes.

Method sometimes pursued.

Mathematics' classics.

In a fair proportion of the schools which I visit mathematics, classics, &c. are successfully taught, and in a few in a way which would do honour to seminaries of higher pretensions than are usually laid claim to by elementary schools.

Domestic industry.

In all inspected schools with which I am officially connected more or less provision is made for the instruction of the girls in the lessons of domestic industry. The usual

subjects are sewing and knitting, and classes for instruction in domestic economy are sometimes met with. In a good many of the poorer schools the girls are supplied with sewing materials by benevolent ladies and gentlemen connected with the locality and interested in the welfare of the schools. The garments thus made are given to the children, sometimes free of cost and sometimes at a price not more than nominal, which is preferable. The superintendence and encouragement of these classes by a ladies' committee is of such benefit and productive of so much good that I trust to find the practice more generally followed in the coming years than it is at present.

I have the honour to be, &c.

JOHN HALL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector,* D. MIDDLETON, Esq., M.A., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS, *inspected by him in the Counties of* PERTH, STIRLING, DUMBARTON, LINLITHGOW, *and* CLACKMANNAN.

MY LORDS, Stirling, January 1869.

I HAVE the honour to lay before you my biennial general report.

Number of schools

During the past inspectorial year I have examined and reported on 173 separate schools, including 178 separate departments, six of these being arrear cases in the late Dr. Woodford's district.

of teachers,

The staff consisted of 199 certificated teachers and 167 pupil-teachers.

of scholars.

The number of pupils present at examination was 14,736.

Generally, as I hope this report will bring out, the working condition of my district is satisfactory and advancing.

Buildings.

As to buildings, I am glad to report that—

1. At Dunning P.S. splendid new buildings have been erected.
2. At Pitlochrie S.A.S. a most commodious double school has been erected.
3. At South Queensferry Burgh S. a large addition has been made.
4. At Denny P.S. a good class room has been erected, and the premises put in thorough repair and walled in.
5. At Tullibardine S. the school premises have been put in thorough repair.
6. At Monzievaird P.S. the dwelling house has been enlarged and made most comfortable.
7. At Kincardine-in-Menteith P.S. a handsome class-room has been added.
8. At Falkirk P.S. a large addition is now being completed at a cost of from 500*l.* to 600*l.*
9. At Logie P.S. the dwelling house has been thoroughly renovated.
10. At Thornhill Easter Subscription S. the school has been enlarged and made adequate.
11. At Forest Mill S. a large addition has been made to the school.
12. At Glenalmond S. a capital new school has been erected.

Desks, books, and slates.

General Reports very seldom reach school managers or teachers.

The strictures I had to make in my last report regarding school desks, books, and slates are, with few exceptions, equally due now. One reason, no doubt, lies in the fact that an inspector's general report now so very seldom reaches the local parties, who no longer get the *Blue Book* gratis and evince no desire to buy it, even at the cost of the paper. Whether your Lordships can in any way resume the gratis issue of general reports it is not for me to say, but I fear that at present the inspector's condensed opinions of the working condition of his district and the suggestions that every two years' experience enables him to make, are

practically powerless because they very seldom reach either school managers or school teachers.

Review of work.

In the following review of school-work, infant schools, schools visited a first time, and the schools visited in Dr. Woodford's district are not taken into account; with these exceptions, there remain 148 schools with 12,790 children present.

Per-centage of children presented.

Of these 58 per cent. were "presented" for standards examination, 2 per cent. below the "presentation" in my last report, but considerably higher than some of my colleagues reported in last *Blue Book*.

In what Standards.

The table below shows in per-centages in what standards they were presented, and a comparison with three former years:—

Years.	Standards.					
	I.	II.	III.	IV.	V.	VI.
1864 - - -	34	22	19	18	5	2
1865 - - -	32	25	19	16	5	2
1866 - - -	25	27	20	15	9	4
1868 - - -	25	23	20	14	9	9

In this four years' comparison the chief thing to be noted is that in the two highest standards there is now a rise of 11 per cent. Of the schools 35 yet "present" none so high as Standard VI. From January, however, to August 47 schools passed 173 scholars in Standard VII. Monzievaird P.S. passed 15, and Falkirk P.S. passed 28. The common subjects were arithmetic, English grammar, composition; a few took Latin. The higher order of teachers hail Standard VII. as a boon; the lower order have enough to do to get a scholar or two up to Standard V. or VI. A smattering of "upper branches" is only too easily paraded; to get any one of them up so as to stand a fairly testing examination is quite another matter.

Standard VII.

Years.	Standards.											
	I.		II.		III.		IV.		V.		VI.	
	W.	A.	W.	A.	D.	A.	D.	A.	D.	A.	D.	A.
1864 - -	54	60	92	59	75	72	79	71	83	82	82	74
1865 - -	78	70	96	80	82	88	83	81	94	92	94	89
1866 - -	90	83	98	87	83	94	78	74	97	91	96	95
1868 - -	97	93	100	92	89	90	80	81	93	90	96	95

Table of passes.

For the same four years the preceding table presents in per-centages a comparison of *passes:* W = writing, A = arithmetic, D = dictation.

Reading I have generally found up to *pass.*

Remarkable rise in four years.

Comparing 1868 with 1864, this Table shows the following striking results, that,—

Standard I. has risen { 43 per cent. in writing. / 33 per cent. in arithmetic.

Standard II. has risen { 8 per cent. in writing. / 33 per cent. in arithmetic.

Standard III. has risen { 24 per cent. in dictation. / 18 per cent. in arithmetic.

Standard IV. has risen { 1 per cent. in dictation. / 10 per cent. in arithmetic.

Standard V. has risen { 10 per cent. in dictation. / 8 per cent. in arithmetic.

Standard VI. has risen { 14 per cent. in dictation. / 21 per cent. in arithmetic.

Scholars from non-inspected schools.

That these gratifying results are due to the present exact form of examination I have no doubt whatever. I hear a universal complaint that pupils coming from non-inspected schools to inspected ones are sadly deficient in the subjects tabulated above. In regard to these subjects, it would be a very remarkable contrast if one could fairly compare the state of Scotch schools 20 years ago with their present condition.

Subjects beyond the Revised Code examination schedule.

But, besides these essential subjects, there are others that have always claimed their share of attention in our Scotch schools. It has been doubted if the latter could co-exist with the former in their present exact shape, or existing if their life could be more than a sickly lingering one. To this doubt it would be but an imperfect solution to say, that every building, mental as well as material, is insecure without a solid foundation.

It is not by random assertion or vague theorizing that such a question can be laid to rest. The question, it seems to me, needs the light of facts to be thrown upon it.

Tabulated return of scholars learning these subjects.

With this view I requested and obtained your Lordships' *authority* to ask returns from the teachers in this district. The returns are tabulated below. They prove, I think conclusively, one fact, that general, and, where it is called for, advanced education is not neglected. Such neglect, indeed, would be a losing policy in Scotch schools, and the teachers are fully aware of this.

Name of School.	Number of Scholars present at Examination.	Number of Scholars (in present Attendance) learning														
		Latin.	Greek.	French.	Mathematics.	Grammar.	English Composition.	Geography.	History.	Drawing.	Singing *from* Notes.	Singing *not from* Notes.	Plain Needlework.	Arithmetic beyond Standard VI.	Bible.	Catechism.
Glenalmond Subscription S.	26	—	—	—	—	12	10	15	—	—	—	—	14	1	20	20
Methven P.S.	138	—	—	—	—	51	11	51	23	—	—	—	33	9	81	81
Trinity Gask P.S.	30	1	—	3	1	11	—	3	8	—	—	19	7	—	19	19
Abernyte P.S.	90	—	—	2	—	40	10	19	—	1	—	95	47	6	60	60
Aberuthven Subscription S.	57	—	—	—	1	13	—	25	9	—	—	—	8	9	41	35
Comrie P.S.	122	7	—	1	1	48	21	48	21	—	—	—	70	25	77	75
Tullibardine S.	53	1	—	—	2	21	8	20	5	—	—	—	19	3	36	36
Monzievaird P.S.	127	31	5	11	9	52	52	78	15	—	—	132	55	32	108	108
Strowan Society S.	26	4	—	—	1	10	—	10	—	—	—	—	—	6	14	17
Aberdalgie P.S.	31	2	—	2	—	15	5	15	6	—	—	30	13	2	26	26
Blairgowrie P.S.	121	5	—	16	10	56	24	80	24	—	—	—	51	10	84	104
St. Ninians P.S.	118	2	1	2	—	46	—	46	18	—	—	62	45	2	74	74
Bannockburn Subscription S.	114	3	—	—	—	33	13	30	13	3	—	56	49	9	80	54
Clunie P.S.	57	5	—	—	3	31	31	31	—	—	—	—	27	9	31	39
Cargill P.S.	82	4	—	—	6	20	10	38	10	—	—	—	24	12	45	45
Kinnaird P.S.	46	7	1	1	4	24	7	25	10	—	—	—	6	3	25	25
Kinclaven P.S.	34	1	—	—	1	10	4	10	8	—	21	38	12	6	21	21
Lochearnhead G.A.S.	27	3	—	—	—	9	4	10	4	—	—	—	6	—	12	12
Meikleour G.A.S.	39	—	—	—	—	8	—	8	—	4	—	32	10	—	18	18
Denny P.S.	117	7	—	—	—	37	13	37	13	—	—	143	50	1	104	104
Stirling Allan's S.	210	8	—	—	—	36	36	130	—	164	—	194	52	40	194	194
Redding Muirhead S.	170	6	—	—	—	41	2	41	—	24	105	—	46	2	105	105
Grangemouth Subscription S.	77	3	—	7	—	39	—	37	32	—	—	—	—	17	42	86
Grangepans Subscription S.	170	3	—	1	4	42	38	49	12	—	—	200	91	10	86	86
Kennet Village S.	63	1	—	2	1	12	3	12	3	3	12	55	30	3	13	32
Clackmannan Ch. of Scot. S.	133	2	—	—	2	14	—	29	11	2	57	119	25	2	65	48
Larbert Sessional S.	85	2	—	10	3	34	27	46	—	49	—	86	26	—	62	62
Queensferry Burgh S.	133	9	—	12	7	38	25	38	25	25	—	—	40	26	80	80
Bainsford Subscription S.	108	—	—	—	—	20	—	20	—	—	—	—	30	—	80	80
Crofthead Colliery S.	248	—	—	—	—	35	—	35	8	15	—	255	66	11	110	48
Greenhills Colliery S.	215	4	—	—	4	42	5	42	8	—	—	—	93	15	118	—
Fauldhouse Wilson's S.	93	4	—	—	—	22	2	13	15	—	—	89	21	2	27	37
Larbert P.S.	131	5	—	6	2	49	18	49	18	49	—	151	48	15	82	82
Falkirk P.S.	224	—	—	—	—	150	24	150	90	110	170	—	90	35	180	150
Perth Middle P. Sessional S.	141	4	—	—	4	36	4	36	14	—	—	106	36	12	36	75
Winchburgh Ch. of Scot. S.	72	3	—	1	—	12	—	12	3	5	—	64	28	2	26	24
Alva Subscription S.	124	2	—	3	2	24	8	24	8	—	—	53	22	8	45	63
Perth New Row S.	182	—	—	—	—	56	20	75	60	74	—	—	45	14	90	90
Arrochar P.S.	53	6	—	2	—	24	—	20	—	—	—	—	8	7	32	32
Binny G.A.S.	51	—	—	—	—	18	18	6	—	—	—	40	15	2	32	32
Bucklyvie Subscription S.	87	5	—	—	4	66	—	35	35	—	—	94	12	10	74	94
Cardross P.S.	91	3	—	3	1	25	—	30	12	—	—	49	49	10	68	76
Bonnybridge Subscription S.	92	—	—	—	—	54	13	34	13	—	72	72	49	2	72	72
Gargunnock P.S.	33	3	—	4	—	18	—	17	6	—	—	—	9	3	26	25
Airth P.S.	99	2	—	7	2	24	7	24	7	—	—	65	17	1	65	65
Bothkennar P.S.	205	4	—	6	—	45	—	47	—	—	—	—	42	—	76	76
Thornhill G.A.S.	84	4	—	—	3	45	—	45	15	—	—	87	42	7	66	76
Bonhill P.S.	153	8	—	3	—	41	13	41	15	3	74	46	42	6	64	64
Blair Drummond S.	22	—	—	—	—	15	—	15	3	—	—	—	20	6	22	22
Perth Watergate S.	51	1	—	2	1	20	1	26	—	—	—	—	25	1	26	42
Logie P.S.	35	—	—	7	—	18	3	18	18	14	—	47	20	7	35	35
Culross P.S.	56	11	—	6	2	31	12	31	8	—	—	31	36	8	50	50
Kincardine in Menteith P.S.	89	4	2	3	5	48	20	48	10	5	—	—	43	10	70	70
Perth West P. Sessional S.	244	1	—	2	1	161	41	161	41	161	161	—	74	11	161	161
Menstrie Subscription S.	62	2	—	5	—	23	16	23	12	9	—	—	25	13	40	40

Name of School.	Number of Scholars present at Examination.	Number of Scholars (in present Attendance) learning														
		Latin.	Greek.	French.	Mathematics.	Grammar.	English Composition.	Geography.	History.	Drawing.	Singing *from* Notes.	Singing *not from* Notes.	Plain Needlework.	Arithmetic beyond Standard VI.	Bible.	Catechism.
Dalmonach Company's S.	100	7	—	4	2	51	10	64	36	12	36	65	30	11	64	64
Milngavie Public S. -	125	3	—	2	4	14	14	30	30	—	—	115	32	5	50	40
Kinnoull P.S. - -	181	13	—	2	1	151	35	151	35	105	—	151	71	40	151	179
Tillicoultry P.S. - -	123	4	1	2	1	36	8	50	8	—	—	—	28	47	80	84
Devon (Allon) Colliery Company's S.	40	—	—	—	—	10	—	4	4	1	—	85	22	—	15	15
Dumbarton Wesleyan S.	65	—	—	—	—	19	19	19	19	—	—	67	22	—	67	—
Stanley Auxiliary S. -	46	—	—	—	—	4	—	4	—	—	—	—	26	1	32	32
Alexandria P.S. - -	127	10	—	3	2	35	20	72	33	18	—	—	28	10	72	68
Culross Geddes S. -	88	3	2	4	2	24	12	47	—	—	—	—	40	9	63	75
Perth East P. Sessional S.	121	—	—	—	—	40	16	40	—	58	—	58	63	11	58	58
Blackbraes Colliery S.	80	—	—	—	—	14	—	14	—	—	—	36	11	—	36	36
Kinbuck Subscription S.	37	1	—	—	—	15	4	15	4	—	—	—	—	4	27	27
Redding Village S. -	55	—	—	—	—	22	6	24	8	—	—	57	20	5	18	27
Fintry P.S. - - -	34	—	—	—	2	17	17	17	8	30	—	—	14	14	25	25
Ardoch P.S. - - -	45	3	—	—	3	16	16	16	9	—	45	—	12	7	21	34
Crieff Taylor's Institution.	208	9	—	—	2	112	19	133	47	24	100	120	88	19	133	133
Auchterarder Townhead S.	132	2	—	9	3	34	14	32	26	—	20	66	30	13	70	70
Muthill P.S. - - -	80	4	—	2	3	22	7	37	—	16	—	—	—	8	41	41
Dunning P.S. - -	99	2	—	2	3	24	6	24	6	6	—	—	21	3	50	50
Dumbarney P.S. - -	71	5	—	—	6	40	10	40	10	18	—	40	20	10	40	40
Auchterarder Sheddon's S.	76	4	2	7	2	41	4	56	21	24	—	94	22	30	56	74
Cherrybank Subscription S.	102	3	—	8	2	65	16	16	65	—	79	—	27	10	79	79
Inchture P.S. - -	67	2	—	8	—	39	39	39	12	4	—	74	20	6	74	74
Kinloch P.S. - -	38	3	—	8	—	11	3	16	11	9	—	47	13	9	20	24
Pitlochrie G.A.S. -	73	11	2	1	6	27	27	37	17	1	27	37	—	17	51	51
Aldgirnaig G.A.S. -	63	4	—	—	4	33	10	33	—	3	20	61	17	6	33	33
Alyth P.S. - - -	102	15	2	—	2	51	23	51	—	—	—	117	21	24	94	117
Strone of Callie G.A.S.	40	—	—	—	—	19	5	19	6	—	—	40	18	—	22	28
Almondbank G.A.S. -	42	—	—	—	—	8	2	8	—	—	—	—	15	1	28	28
Collace P.S. - - -	50	9	—	10	10	20	—	30	—	37	—	—	21	15	42	47
Balbeggie Subscription S.	50	2	—	1	—	9	1	26	—	—	—	58	16	7	32	32
Bankfoot Subscription S.	66	6	—	1	6	28	23	34	15	38	4	73	23	11	59	59
Garelochhead Public S.	25	—	—	—	—	7	7	12	—	—	—	—	8	—	16	23
Strathblane P.S. - -	54	1	—	—	—	8	—	10	13	—	—	—	5	12	28	28
Little Dunkeld P.S. -	83	12	—	2	2	69	40	69	40	—	69	32	45	3	101	69
Logierait P.S. - -	82	9	1	1	3	43	16	43	18	1	—	82	30	12	61	61
Strathloch Society S. -	38	—	—	—	—	11	4	11	—	—	—	40	13	—	23	23
Amulree Society S. -	31	2	—	1	2	7	6	8	—	—	—	—	6	6	14	14
Blair Athole P.S. -	72	11	—	—	6	23	14	23	19	10	—	—	21	9	40	40
Moulin P.S. - - -	52	8	—	—	6	28	16	28	16	—	23	24	14	8	28	28
Dalmary Sessional S. -	45	—	—	—	2	12	—	20	20	—	—	—	—	2	30	35
Luss P.S. - - - -	49	1	—	1	1	14	10	14	10	—	49	—	23	10	49	46
Forest Mill Subscription S.	39	1	—	—	1	9	9	9	3	—	—	—	12	1	21	21
Port of Menteith P.S. -	29	1	—	—	—	17	—	17	2	—	—	—	11	31	34	34
Whitedalehead (Wilson's) S.	141	9	—	21	8	47	11	47	—	20	80	170	53	8	95	95
Knockderry Subscription S.	27	2	—	—	—	11	—	11	—	2	11	20	13	2	11	11
Blairingone Subscription S.	62	—	—	—	—	16	—	17	—	—	—	—	15	6	18	25
Rattray P.S. - - -	136	14	—	5	9	63	16	63	16	10	—	—	17	25	63	63
Kippen P.S. - - -	76	2	—	1	3	38	22	38	—	1	—	84	27	12	58	58
Banton Subscription S.	96	10	1	5	—	22	22	22	—	—	96	96	31	6	22	56
Kirkmichael P.S. - -	64	4	—	2	4	37	20	37	20	4	—	55	25	15	55	55
Butterston Subscription S.	33	—	—	—	—	8	8	20	6	—	36	36	13	—	25	30
Dunkeld Royal S. -	40	12	—	5	7	22	22	22	22	—	—	55	—	11	50	50

Name of School.	Number of Scholars present at Examination.	Number of Scholars (in present Attendance) learning														
		Latin.	Greek.	French.	Mathematics.	Grammar.	English Composition.	Geography.	History.	Drawing.	Singing *from* Notes.	Singing *not from* Notes.	Plain Needlework.	Arithmetic beyond Standard VI.	Bible.	Catechism.
Killin P.S. - - -	41	4	—	1	—	14	—	21	5	—	—	—	16	5	24	27
Murthly and Airntully S.	64	2	—	1	2	12	12	12	18	6	—	65	20	6	27	32
Killichonan G.A.S. -	19	1	—	—	—	15	15	17	—	—	15	19	8	5	20	20
Weem P.S. - - -	56	5	3	2	4	24	5	26	6	—	—	—	12	—	20	32
Dull P.S. - - -	59	2	—	1	3	20	14	24	14	4	—	55	12	8	40	40
Kinloch Rannoch P.S. -	47	8	—	—	—	30	14	30	—	—	—	—	26	2	38	38
Linlithgow Sessional S.	175	—	—	—	—	65	48	65	—	34	—	—	45	4	116	130
Tillicoultry Academy -	154	4	—	18	10	78	57	65	57	57	—	—	39	57	106	123
Thornhill Subscription S.	67	2	—	8	2	41	—	41	—	—	—	—	41	13	68	68
Dumblane, P.S. - -	84	5	—	5	—	30	9	32	6	—	—	—	27	6	30	30
Hurlet and Campsie, Alum Coy's S.	104	—	—	7	1	36	36	36	—	—	—	—	28	6	80	62
Lennoxtown New Subscription S.	90	5	—	17	3	43	—	30	3	—	95	—	20	5	80	80
Helensburg *Quoad Sacra* S.	155	5	—	9	3	87	49	87	87	22	140	23	64	16	140	140
Kirkintilloch Oswald S.	109	4	1	6	1	56	20	58	—	25	—	—	42	14	112	74
Tullibody Subscription S.	116	5	—	11	—	39	16	17	22	15	—	—	22	19	89	89
Ecclesmachan P.S. -	121	4	—	4	6	83	—	83	27	—	—	128	29	4	91	91

Name of School.	Number of Scholars present at Examination.	Number of Scholars (in present Attendance) learning											
		French.	Grammar.	English Composition.	Geography.	History.	Drawing.	Singing *from* Notes.	Singing *not from* Notes.	Plain Needlework.	Arithmetic beyond Standard VI.	Bible.	Catechism.
Carriden Girls' S. - -	63	—	12	12	12	5	—	—	60	23	3	60	20
Kilsyth Female S. -	114	—	12	5	9	—	—	—	100	100	—	46	46
Grangemouth Subscription Girls' S.	76	5	9	9	26	15	3	—	—	50	—	61	57
Kincardine-on-Forth (Lady Keith's) S.	102	—	21	21	21	7	—	—	119	33	—	119	33
Errol Female Industrial S. -	66	—	10	—	15	—	—	—	72	23	—	33	28
Cumbernauld Girls' S. - -	85	—	7	14	18	12	—	—	53	24	3	30	50
South Muirhead Girls' S. -	46	—	12	12	12	—	—	—	52	27	4	32	32
Kingscavil Female S. - -	39	—	3	—	12	6	—	—	40	16	—	40	15
Milngavie Infant and Girls' S.	91	—	15	15	15	15	15	—	90	54	—	38	38
Bonhill Female S. - -	32	—	8	—	14	—	—	—	53	42	—	37	28
Alexandria Parochial Girls' S.	45	—	12	6	12	6	3	—	—	30	—	19	27
Polmont Female S. - -	60	—	13	—	15	7	—	—	48	32	1	23	53
Broxburn Girls' S. - -	55	—	4	—	4	—	—	—	—	25	—	20	20
Clackmannan Female S. -	56	—	10	—	28	—	—	—	64	38	—	30	22
Balfron Female Industrial S. -	81	—	16	8	36	—	—	40	100	35	8	45	45
Alloa Infant and Juvenile S. -	203	—	17	—	17	17	—	—	—	40	—	60	60
Alyth Female Industrial S. -	165	—	55	28	55	16	—	106	68	90	6	88	88
Dunkeld, Duchess of Athole's S.	45	—	13	4	13	8	1	17	28	45	3	30	30
Boness Infant and Girls' S. -	116	—	59	12	59	12	—	—	150	40	—	150	79
Lennoxtown Oswald Female S.	122	—	14	14	14	7	—	—	130	40	—	36	36
Renton Female S. -	84	—	16	7	16	7	—	—	68	30	—	26	26
Strathblane Industrial S. -	22	—	3	—	3	14	—	—	—	11	—	14	14
Inversnaid Female S. -	19	2	13	—	13	4	—	—	—	6	—	16	14
Drymen Girls' S. - -	56	—	27	—	27	14	—	—	—	46	—	46	58

Summary of the Table.

The summary of the above table is, that—

468	pupils	are learning	Latin.
27	„	„	Greek.
344	„	„	French.
240	„	„	mathematics.
5530	„	„	grammar.
1681	„	„	English composition.
4727	„	„	geography.
1724	„	„	history.
1237	„	„	drawing.
1510	„	„	singing from notes.
5890	„	„	singing not from notes.
4529	„	„	plain needlework.
1213	„	„	arithmetic above Standard VI.
8371	„	„	Bible.
7914	„	„	Catechism.

I shall add a few remarks on these subjects.

Latin.

1. LATIN (468).—This large number in Latin, so well distributed over the schools, goes to show the necessity of schoolmasters being well grounded in the language.

Schools deserving honourable mention, Monzievaird, Culross Geddes, Lennoxtown New Subscription, Little Dunkeld, Banton, Tillicoultry P.S., Tillicoultry Academy, Blair Athole, Logierait, Killin, Dumblane.

Greek.

2. GREEK (17).—The small number in Greek may to a great extent be explained by a remark below respecting the attractive influence of grammar schools. The most advanced Greek I found was at Monzievaird; grammar and some four or five books thoroughly up.

French.

3. FRENCH (344).—The instruction consists almost entirely of the grammar, and translation into English. Little progress has been made in turning English into French. A number of the scholars are well up in the grammar, and can translate simple prose with very fair facility. Schools deserving honourable mention, Lennoxtown, Tillicoultry Academy, Tillicoultry P.S., Culross Geddes, Banton, Collace, Queensferry Burgh.

Mathematics.

4. MATHEMATICS (240).—The instruction embraces practical mensuration, surveying, several books of Euclid, and algebra, sometimes up to quadratic equations. The instruction in this subject is more uniformly good than it is in languages, because the teachers are more uniformly well qualified.

Effect of grammar schools.

I must here remark that the numbers learning languages and mathematics in the schools under my inspection are diminished by the superior attractions of grammar schools, where generally there is a division of labour, and qualified instructors in each branch. No less than a dozen of such

grammar schools are *en rapport* with this district. Edinburgh, Glasgow, Perth, Stirling, Dundee, Falkirk, Linlithgow, Dollar, Alloa, Dumbarton, Crieff, Bathgate.

With the modern facilities of travel it is natural that a considerable number of scholars, whose parents are fairly well to do, should gravitate to these upper schools. And such is the fact. A much smaller number are sent to more distant places.

The only instance of counter gravitation that I know is at Monzievaird, a rural school, which at present attracts from the town of Crieff, 3½ miles distant, 12 scholars in Latin, 3 in Greek, 3 in French, 5 in geometry.

Grammar.

5. Grammar (5,530).—This is a large number of grammarians; too large, it seems to me. More than half of these thousands are playing a "hide and seek" game with the parts of speech. When, after years of this game, the young victims are able to say, A, "article;" man, "noun;" went, "verb;" to, "preposition;" the, "article;" town, "noun," (and such grammar I not unfrequently get from young pupil-teachers), it may be doubted whether they have toiled to any practical purpose. Grammar may succeed, but cannot precede the knowledge of the meaning of ordinary words. Prematurely forced grammar of the above type is a feeble plant that quickly withers and dies in the outside air. How few people in their after-school lives have to name parts of speech, or even to parse or analyze sentences! If grammar does not reach the practical conclusion of enabling us to use our native tongue properly it is hard to see the use of it.

I am happy to say, as the next head will show, that a number of the teachers in this district are trying to make grammar a practically useful science. Regarding others I would say that, were they systematically to use grammatical and idiomatic English in their daily intercourse with their scholars, correcting their spoken errors and training them in composition, they would exercise a far higher grammatical influence than they ever will through the mere bald *formulæ* of *word-naming*, *parsing*, and *analysis*.

English composition.

6. English Composition (1,681).—I am very much pleased that so many are working with a view to this ultimate test of grammatical teaching in common schools. For a long time, if this branch was well represented, I have not sought to inquire by what technical processes the desired end was reached. I wish it could be reached, by whatever process, in all our schools.

The largest number of good exercises I got during the past year was in the Stirling Allan's S.

Geography. 7. GEOGRAPHY (4,727).—To what I have formerly written I have little to add. A former remark requires yet to be repeated; children with a very imperfect knowledge of their own country are frequently hurried off to the most distant parts of the world. Maps sometimes are dingy and ragged, while new and brightly coloured and cheap ones are plentiful. I find it always a good sign of a school when a large number of the children are in geography. They like it long before they like grammar, and an alert teacher knows how to use this liking.

History. 8. HISTORY (1,724).—It is still open to say that the school history book is, in the main, merely a *reading book.* It is not very often that the *readers* are prepared for examination on the *history.* Sometimes they *are,* about the Roman period; seldomer, about the Wars of the Roses; very seldom, about the last 200 years; and almost never, up to the present time.

Drawing. 9. DRAWING (1,237).—Though this branch is not now in my province, yet I am occasionally asked to look at specimens, and, so far as I may judge, they are very creditable in a considerable number of schools. I must, however, note that pupil-teachers are far too frequently most deficient in map-drawing.

Singing from notes. 10. SINGING FROM NOTES (1,510).—It is not in many schools that this is taught, and in fewer that it is thoroughly taught. In the best cases, after mastering the *sol fa* notation, the children learn part singing with excellent effect. Schools deserving honourable mention: Lennoxtown New Subscription, Helensburgh, Murthly, Redding Muirhead, Falkirk, Alyth Girls'.

Singing not from notes. 11. SINGING NOT FROM NOTES (5,890).—The many good effects of school singing, even when not very scientific and aiming at nothing beyond simple melody, I have never heard doubted by any teacher that has tried it. Indeed, sometimes the will is more pleasant to witness than the deed, where the children are led by a teacher not gifted with musical ear, voice, or taste.

Plain needlework. 12. PLAIN NEEDLEWORK (4,529).—This most useful branch is taught in all the schools except seven, two of which are attended by boys only. Generally it is well taught. In some schools it is elementary enough. In some there is a tendency to be satisfied with knitting and fancy work, omitting as far as possible the more difficult, but more useful, art of sewing. The art of cutting from the cloth and placing needlework is not very often taught. My short experience

in the late Dr. Woodford's district last summer showed me the excellent results of my friend's labours in this direction. I see no reason why the same results should not be produced all over Scotland. The art of sewing, without the art of cutting garments from cloth properly and economically is only half an art. Perhaps your Lordships may be able to devise means to render the art complete. Cutting from cloth.

Schools deserving honourable mention,—Kincardine P.S., Blair Drummond S., Thornhill G.A.S., Monzievaird P.S., New Kilpatrick P.S., Crieff Taylor's S., Errol Female S., Alyth Girls S., Perth West P.S., Perth East P.S., Little Dunkeld P.S., Carriden Girls' S., Crafthead S., Comrie P.S., Bothkennar P.S.

13. ARITHMETIC ABOVE STANDARD VI. (1,213).—In most of the schools under masters, and seven of the schools under mistresses, arithmetic beyond Standard VI. is taught. The pressure of other work, except when the subject came up as the elected branch for Standard VII., did not always leave me time to test it. But so far as I have been able to extend my examination, I am satisfied that the subject is generally very well taught. In most instances, the scholars were ready, intelligent, and accurate. On the whole, I have now little complaint to make about notation. It is generally well attended to. Arithmetic above Standard VI.

14. BIBLE (8,371), CATECHISM (7,914).—The authorized version of the Bible is read in all the schools I inspect, though a very considerable proportion of these schools have no church connection whatever. The shorter Catechism is taught in all the schools except two, one a Wesleyan school the other largely attended by Roman Catholic children. No child whose parents object is asked to learn Catechism. No child, so far as I know, is forbidden to read the English Bible. There is no separate hour for religious instruction. There is no need of a "conscience clause." Its spirit has here been for long in active operation, with no complaint that I have heard. Bible and Catechism.

Coming legislation may be beset with "*ecclesiastical*" difficulties. The "*religious*" difficulty Scotland has already settled for herself, in a very practical and tolerant manner.

To this review of work, I have to add a MERIT TABLE. It is constructed according to the principles formerly detailed, taking also into account all the considerations that fall officially under an inspector's notice. It affects to measure the present comparative efficiency of the most meritorious schools, not the ability of the school teachers. Merit Table.

Schools under masters.

Schools under Masters.

1. Monzievaird P.S.
2. Falkirk P.S.
3. Kincardine-in-Menteith P.S.
4. Culross Geddes S.
5. Stirling Allan's S.
6. Little Dunkeld P.S.
7. Tullibody Subscription S.
8. Cargill P.S.
9. Kinnoull P.S.
10. Bothkennar P.S.
11. Crieff, Taylor's S.
12. Ecclesmachan P.S.
13. Tillicoultry Academy.
14. Lennoxtown Subscription S.
15. Blair Atholl P.S.
16. Pitlochrie G.A.S.
17. Moulin P.S.
18. Greenhills Colliery S.
19. Tillicoultry P.S.
20. Perth New Row S.
21. Logierait P.S.
22. Cardross P.S.
23. Hurlet & Campsie Company's S.
24. Muthill P.S.
25. Queensferry Burgh S.
26. Helensburgh S.
27. Bonnybridge Subscription S.
28. Bonhill P.S.
29. Collace P.S.
30. Rattray P.S.
31. Dumblane P.S.
32. Alexandria P.S.
33. Dalmonach Company's S.
34. Redding Muirhead Colliery S.
35. Kinloch P.S.
36. Banton Subscription S.
37. Logie P.S.
38. Arrochar P.S.
39. Killin P.S.
40. Alva Subscription S.
41. Dunning P.S.
42. Strowan Society's S.
43. Bannockburn Subscription S.
44. Thornhill Easter Subscription S.
45. Crofthead Colliery S.
46. Menstrie Subscription S.
47. Kirkintilloch Oswald S.

Schools under mistresses.

Schools under Mistresses.

1. Alyth Girls' S.
2. Dunkeld Duchess of Atholl's S.
3. Kilsyth Female S.
4. Cumbernauld, South Muirhead S.
5. Kincardine-on-Forth, Lady Keith's S.
6. Lennoxtown Oswald Girls' S.
7. Errol Female S.
8. Inversnaid Female S.
9. Carriden Girls' S.

Female teachers.

Several small schools in this district, formerly taught by men, are now taught by women, far more efficiently. The change is, I understand, going on gradually throughout the country. I have met no person practically and largely acquainted with education that doubts the benefit of the change. Before we knew how extensively women conduct the common school education of the United States, we had begun to move in the same direction.

Treasury building grants.

Last year I was able to visit several simple inspection cases where the building had been aided by the Treasury, before the Committee of Council was established. On the whole, it seems clear that these grants have not been productive of so much good as they were intended to be.

A starved schoolmaster.

In one of these cases, Ruskie (parish, Port of Menteith), (Treasury grant 43*l.*, in 1839) I forwarded the following Summary Report:—

"Premises extremely poor. Not being prepared for the Revised Code examination, the master had made no entries on the schedule, and I shortly examined the school in the old way. For the apparent age of

the children, the school made a very fair appearance in reading, spelling, religious knowledge, writing, and arithmetic. It was also evident that the intelligence of the children was cultivated better than one could expect from the extremely humble stipend the master makes, which probably does not exceed 25*l.* a year. He is a college bred man, past middle life, an elder of the parish church, with wife and two of his family (one grown up) still in his house. His house consists of one apartment with one bed in it. The two surplus persons, I was led to believe, make a '*shakedown*' on the school floor. At one time, more '*shakedowns*' must have been there, for the couple have had seven or eight children."

Parish Schools Act, 1861.

The Act of 1861, though a very good Act in many ways, is incomplete. There is no authority empowered to demand that the buildings be sufficient. The superannuation or dismissal of non-acting or inefficient schoolmasters is still, practically, beyond the control of law.

What a parish school may still be.

Last January, at the request of the heritors and minister, I was instructed by your Lordships to visit the parish school of Callander (population 1,676), with the view of retiring the incumbent. The following is copy of my Summary Report in the case.

"Schoolroom old and insufficient. No offices. No maps. No blackboard. Desks few and old. One globe carefully covered. Number of children present, 13. Some said to be absent owing to the very stormy day. Instruction very elementary, not up to the mark of a fair infant school. Only one pupil in arithmetic, she is up to compound addition; none in grammar; none in geography. None entered in the examination schedule. No registers kept. No entries of school statistics made on Form IX. No signature by managers.

"In its present condition this school can, in no practical sense, be regarded as fulfilling the duties of parochial school in the parish."

After receiving from your Lordships, the duplicate of this report, the school managers have, I understand, forborne to take any legal action in the matter. It had been taken elsewhere, and failed.

Education Board.

Whether our parish schools, in the legislation that now seems near, shall be left under the old management, or be merged in a general national system, it seems equally indispensable that an Education Board be armed with imperial authority to see that the school premises, &c. are sufficient, and that the teachers are acting and fairly efficient in their work.

False school returns.

In a number of schools I found the children's ages understated on the examination schedule, chiefly in the three lowest standards. In one of these cases *of suiting ages to standards*, (I wish it were a solitary one), I had to report thus :—

"Greater care should be taken to enter as far as possible the exact ages of the children on the examination schedule. About a score had been entered too young. It was explained that they had been irregular

attenders, and appeared in lower standards than might be expected, which I do not doubt, but this is no reason why a public return should be *cooked*."

Where an inspector finds deliberate mis-statement on the face of the examination schedule, he cannot help feeling sceptical about the other school statistics, which are entered on Form IX., and which it is impossible for him to verify. The returns as a rule are made by the teachers, and it is very seldom that the signatures of managers can be reckoned more than a purely *formal* attestation.

I have the honour to be, &c.

D. MIDDLETON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector,* JAMES CUMMING, Esq., LL.D., *on* SCHOOLS *connected with the* FREE CHURCH *and other* SCHOOLS *inspected by him in the* SOUTH EASTERN DISTRICT *of* SCOTLAND.

MY LORDS,

I HAVE the honour to submit to your Lordships my report on the schools which I have inspected in the year from September 1867 to August 1868. Though it is two years since my last report was presented I do not propose to refer to the earlier of those years, as the state of the schools during both years has been so very nearly the same that an account of the last year alone may sufficiently indicate the condition and progress of the schools.

Classes of schools.

Though the greater number of the schools visited by me are connected with the congregations of the Free Church, and are partly supported from its central educational fund, there is a considerable number of them which are not so related. I reckon 25 schools on my list of this character, in which the management is promiscuous so far as religious denomination is concerned, besides five others in which the principal supporters are members of the Free Church, but which are not congregational nor supported by the central fund. I have also inspected two schools connected with the United Presbyterian Church. In all of these the instruction is virtually the same as in the Free Church schools, and in all the Scriptures are read and made the subject of instruction.

Number of schools.

All these schools are taught by certificated teachers, and were inspected with a view to annual grants with the exception of *one*, which was simply inspected that the teacher might be qualified to appear at the examination for certificates. The whole number of schools inspected by me is stated in the tabulated reports to have been 157. Without questioning the accuracy of this statement, I showed in my last report how the number might be differently calculated, and accordingly, in characterizing the different schools according to the *standards* of the Revised Code, returns have been made for 177 schools. I may observe further, that from the same tabulated reports it appears that the number of schoolrooms in which separate teachers are employed is 183, and that the number of certificated teachers is 202.

The calculations which I have made for myself coincide in general so very nearly with the results in the summaries that the difference is not worth inquiring into. On two

points, however, there is a discrepancy which affords matter for consideration. The whole number presented for examination is stated in the summaries to be 9,412. I make it to be 9,553. This may partly arise from some names having been struck off as not fulfilling the conditions of the articles in the Code; but I think it also proceeds from not including some who were presented for the second time in the sixth standard. I may have omitted to mention in my daily reports the circumstances which justified their being presented, or the additional studies which made their examination equivalent to a seventh standard. The difference, however, is proper to be noticed, as making the disproportion not so very great, though it is still too great, between the numbers presented and the average attendance.

Pupil-teachers.

The other discrepancy is more serious, though it is easily explained. The number of pupil-teachers is said to be 242. The number of those who were actually apprenticed or engaged, and who appeared before me was, unless I am mistaken, only 179. This difference I have no doubt arises from the fact that a considerable number had completed their engagement, and had been removed from the school before the day of inspection. The schools, for example, which are inspected in February or March might have had pupil-teachers whose apprenticeship was completed in the preceding December, and who, though entitled to payment for a part of the year, and on the books for that year, did not present themselves when the school was inspected. But I believe that this is not the whole case. As the Committee of Council have not thought it right in the present unsettled state of educational affairs to promise payments to pupil-teachers for more than two years, engagements have been made for the same period by the managers of schools, and though the engagement is not *necessarily* terminated at the end of the period, in many cases it is so in point of fact, and the pupil-teacher when he has concluded his term betakes himself to some other occupation before the day of inspection arrives. I suppose that this result is unavoidable while the present uncertainty of our educational system continues; but the effects are much to be regretted. In the *first* place the pupil-teacher is removed when his services are only beginning to be useful, for in an apprenticeship of five years the last three are incomparably the most valuable; and in the *second* place, the supply of trained apprentices to be students in our normal schools seems likely to be diminished in a serious degree. Though it occasionally happens that one who has not been a pupil-teacher stands at the head of the list of candidates for admission, as a rule the trained

apprentices prove the best qualified, and I fear that the number of those presented for examination will show a considerable falling off.

Of the 177 schools already mentioned as being reckoned separately in the returns of the examinations in the standards one was an infant school from which the children were removed into the adjoining female school as soon as they were fit to be presented for this examination, and consequently the return for it is *nil*. Of the remaining 176 I have made the following arrangement, similar to that which I made in my last report. In these there were— Results of examination.

	15	in which there were no failures.			
Other	57	in which the failures were	less than	5	per cent.
„	56	„	„	10	„
„	24	„	„	15	„
„	16	„	„	20	„
And	8	in which the failures were	more than	20	„
	176				

In my report for 1866 I noticed that out of 166 schools there were 100 in which the failures were less than 15 per cent. By combining the first four divisions given above it will be seen that the corresponding number is 152 for 176 schools. I believe that the estimate is made on exactly the same principle in both cases, and the result affords a decisive evidence, so far as the system can be trusted, of progress in the instruction of the schools.

Of the 15 cases in which there are no failures recorded it must be mentioned that seven were infant schools in which the examinations were confined to the lowest standards. In regard to the rest, a distinction should be made according to the proportion which the number presented for examination bears to the average attendance. In four of them that proportion may be stated as two-thirds or more; in the others it is little more than a half. This, however, is exclusive of the children under six years of age, by adding whom the number would bear a considerably greater proportion to the average. With the same qualification it may be observed that some other schools where two-thirds or more were presented the per-centage of passes amounted to 97 or 98; and these, I conceive, may be fairly preferred to the schools in which only one half were presented, though the latter may have passed without a failure. In two schools—the one in the Pleasance of Edinburgh, and the other in the sequestered Highland district of Strathbran in Perthshire—the number presented was actually more than the average attendance for the year,

and the passes in the one were 95·61, and in the other 99 per cent.

Subjects of Instruction.

Reading. So far, therefore, as the essentials of an elementary education are concerned, the schools may be considered as fairly accomplishing the objects which they are expected and intended to secure. The reading is for the most part satisfactory. It may be observed that in this branch I have as frequently to mark defects in the higher as in the lower standards. It is not very difficult for the teacher to bring up those in the younger classes who have been sufficiently regular in their attendance to the attainments required; but in the fifth or sixth standard some whose lessons may have been interrupted or irregular exhibit deficiencies which it is impossible to overlook. But, on the whole, if allowance be made for the want of expression in the poetry, the reading is fluent and intelligent.

Various series of reading books have been prepared and published during the last few years. It would, perhaps, be improper in me to single out any one series for special recommendation; but, while there are considerable diversities of character among them, there is in all (I speak of those published in Scotland) an endeavour to combine true progressive training in reading with suitable subjects of study for the acquisition of knowledge and the cultivation of taste and feeling. Some of the older sets have undergone revision and improvement, and a teacher can have little difficulty in selecting a suitable set for his purpose.

Writing and arithmetic. The writing in the third and fourth standards is often defective in neatness, and the spelling in accuracy; these are the faults of beginners. In the fifth and sixth standards the progress is often very conspicuous. The arithmetic is very commonly up to the mark in the higher standards; I doubt whether it is carried farther so much as it used to be by the older scholars, but on this point I cannot speak decidedly, as it often happens that I have not time to ascertain the higher attainments of individuals.

Scripture. But while the acquisition of knowledge and skill in these branches may save the pupils from the evils which arise from gross or absolute ignorance, those who look to education as the means of forming and elevating the character of the citizen must have a regard to the moral training of the scholar, and that in respect not only of such virtues as truth, honesty, and temperance, but also of reverence for sacred things, and Christian piety; and therefore I cannot think it of light importance that the Holy Scriptures should be the

classic volume and the statute book of the school. The Bible lesson is a uniform part of the instruction in all the schools which I inspect. It is given with various degrees of skill and success; but I have often been pleased to find that when the lesson as given by the master seemed defective, a cross-examination brought out a degree of information and intelligence which was highly satisfactory, whether it was to be ascribed to the instruction of the teacher or to the lessons of the domestic circle.

Geography and grammar.

In geography and grammar some instruction is given in all, or almost all, the schools. The extent of the instruction varies greatly in different places. In some the geography goes little beyond the map of Scotland or of Britain; in others it extends to Europe or to all the continents. In grammar, in like manner, the learning varies from the mere knowledge of the parts of speech, in some schools, to the intelligent analysis of sentences in others. But in scarcely any school are these subjects entirely neglected, and something of history is not unfrequently added.

Other subjects.

In various schools other subjects are taught, such as drawing, Latin, or French, according to the tastes and accomplishments of the teacher.

Registers.

In consequence of the variety of information required by your Lordships regarding the attendance on schools under inspection a great improvement has taken place of late years in the registers of the schools. In almost all the schools there are now regularly prepared and printed registers, and scarcely a year passes without a new set being published with supposed improvements on those which went before. I could easily enumerate six or eight different sets which I find in different places, and any of them, if carefully kept, would afford the information which is required by the Committee of Council. They are not always kept with sufficient distinctness, and I have been accustomed, as a test, to insist that they should be kept in such a manner that if the master were removed they should be perfectly intelligible to his successor. A few masters still prepare their own forms, but the number is likely to become smaller as the convenience of the printed registers becomes obvious.

I have the honour to be, &c.

J. Cumming.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, CHARLES E. WILSON, Esq., M.A., *on the* SCHOOLS *connected with the* FREE CHURCH, *and other* SCHOOLS, *inspected by him in the* WEST OF SCOTLAND *and in the* WESTERN ISLES.

MY LORDS, Glasgow, January 1869.

I HAVE the honour to present to your Lordships my report on the schools inspected in my district during the year ending 31st August 1868.

Limits of district unchanged. Increase of schools under inspection.

Since my last report in 1866 there has been no change in the geographical limits of my district, but the increase in the number of schools under inspection has been considerable. In 1866 I inspected 149 schools,* comprising 223 departments under separate teachers, while in 1868 the number had increased to 180 schools, comprising 261 departments under separate teachers. But this enumeration of schools and departments gives a very inadequate idea of the amount of work done in my district during the year. In addition to the actual work of inspection and examination of children in the different standards, the travelling is of an extent and character to tax severely the physical strength and endurance of the strongest. In the Highlands and islands the schools are scattered over so wide an area, and the means of communication with a centre so difficult, that collective examinations are practically impossible; the pupil-teachers must therefore be examined along with the school. This adds to the work of the inspector, and, to some extent, puts the school machine out of gearing, as the pupil-teacher-part is awanting; classes are without their ordinary teachers; children, having nothing special to occupy their attention, become restless, and an air of unusual disorder pervades the school.

Difficulties incident to inspection in the Highlands and islands.

State of school buildings, &c.

Since the date of my last report, handsome and very commodious premises have been erected at Dumbarton, Wellpark, Clarkston, and Wishaw. Desks and other school-furniture have been either renewed, or repaired in not a few schools. Playgrounds have, in many cases, been improved, and made more generally useful to the children, and the necessary offices are now attached to every school. These additions, repairs, and other improvements have been gradual, and may be fairly regarded as indications of a growing interest in the cause of popular education, and a slow but satisfactory appre-

---

* This number did not include all the inspected schools in my district. I was unable, from pressure of work, to visit 15, and payments were therefore made on the certificate of the managers.

ciation of the recommendations made, from time to time, in your Lordships' Minutes.

Apparatus.

In most schools the supply of black-boards, maps, slates, &c. is quite sufficient for the proper conduct of the school, Here and there, however, I meet with only a few maps and a scanty supply of slates, and these often of an inferior kind; but the want, which interferes most materially with the work of the school, is that of slate-pencils of a proper size. No child can write legibly, not to speak of writing well, with a short pencil. It should always be of such a length as to be held in the same way as a pen. With such a pencil and a ruled slate, the exercises in writing prescribed to Standards I., II., and III. might be made the valuable introduction to the art of writing intended by the framers of the Revised Code. In many schools this is the case, and it only requires attention to be drawn to the subject to bring about a like result in all aided schools.

Want of proper slate pencils.

Importance of a proper pencil, and a ruled slate.

School books.

Of late years much attention has been given to the preparation of school books, both in England and Scotland, and we have now many complete sets at prices fairly within the reach of the working man. In the school books of an older date, the main purpose was not so much to teach the child to read, as to fill the head with a jumble of facts on all conceivable subjects, from the manufacture of a pin to the forging of an anchor. This is happily no longer the case. In the elementary books, the lessons are now properly graduated, and of a more interesting character; while in the more advanced, the extracts from our best authors are well selected, and such as an intelligent pupil should easily understand, and naturally feel a pleasure in reading, or committing to memory. This is a matter of greater importance than may at first sight appear; for if the pupil does not understand the scope and meaning of a passage he will rarely read well, and no amount of drill will give to his reading an easy, natural style. While thus deprecating the indiscriminate use of scientific reading-lessons, I must guard myself against the charge of opposing lessons on "Common things." Nothing is farther from my intention. Common things, or what it is "essential for every one to know," and "a disgrace "to be ignorant of," now find a place in every well-conducted school. The object-lesson in the hands of the skilful and experienced teacher becomes the vehicle of conveying much valuable and instructive information to the child. But great care must be taken not to overload the mind with a chaotic mass of unconnected facts (*chaos, rudis indigestaque moles*), which rather retard than develop the mental powers of the young. As evidence of what may be accomplished

Those of an older date contrasted with those of the present day.

Importance of the object-lesson.

through the medium of the object-lesson, when judiciously and skilfully employed, I beg to name the juvenile and initiatory departments of the Free Church normal seminary, Glasgow, where the influence of David Stow, the father of the object-lesson in Scotland, is still sensibly felt.

Statistics of schools inspected.

The number of schools inspected during the year was, as stated above, 180, but as one school was necessarily inspected twice, the number is, strictly speaking, only 179, comprising 260 departments under separate teachers. These departments are conducted by—

Number of masters.	Masters, certificated - - -	158	
	„ uncertificated - - -	22	
			—180
Of mistresses.	Mistresses, certificated - -	71	
	„ uncertificated - -	10	
			— 81
			261

In addition to this teaching staff I found in the aided schools—

Of assistants, and pupil-teachers.	Probationer teachers - - -	25
	Uncertificated assistants - -	8
	Pupil-teachers - - -	287
		320

Total number of teachers.

In all 581 teachers, assistants, and apprentices, or an average of about 3·2 to each school.

Number of children.

In these schools the children present on the days of visit amounted to 23,084, while the children in average attendance were 22,602. It thus appears that on the day of visit there were 128 children, on an average, present in each school, while the average attendance amounted to 125.

But these statistics, however interesting in themselves, give a very inadequate idea of the state of the schools. They refer merely to the raw material, or at least, to that material apart from the work of the master. The following tables, however, show this in detail, so far as the individual examinations under the Revised Code are concerned. Of the 180 schools inspected during the year, seven were cases of simple inspection without individual examination. In four of these schools there had been a change of masters; two were visited for the first time, and one was an invitation case. There fall, therefore, to be deducted from the number of 180 inspected schools these seven schools, thus leaving 173 schools with 22,752 children present on the days of visit. Of these, 16,418 had made the required attendances, and were thus qualified for individual examination in terms of the Revised

Results of examinations under the Revised Code.

Code. But as there are 14 schools with two departments under the charge of certificated teachers, and so constituted that each department makes a separate school, to this number of 173 there must be added 14, thus making the true number of instances, or cases of inspection and examination, 187.

Standard VII.

To meet the case of those, who at the previous examination had been presented in Standard VI., and were still at school, I made a Standard VII. As a general rule, the dictation and reading were the same as in Standard VI., but the exercise in arithmetic was considerably in advance, sometimes embracing vulgar and decimal fractions with proportion and simple interest.

TABLE I.

Results of individual examinations in numbers.

—	Year ending 31st August 1868.			
	Number examined.	Number passed in		
		Reading.	Writing.	Arithmetic.
Standard VII. -	161	161	160	154
„ VI. -	752	752	716	714
„ V. -	1,361	1,359	1,215	1,269
„ IV. -	2,008	1,991	1,712	1,676
„ III. -	2,837	2,776	2,755	2,697
„ II. -	3,123	3,034	3,109	2,908
„ I. -	3,705	3,615	3,598	3,243
Totals -	13,947	13,688	13,265	12,661

Number absent on day of inspection.

Children under six years of age.

In addition to the number of 13,947 given in this table, 1,519, who had made the 200 attendances, were absent on the day of inspection, and 952 children under six years of age were examined orally, thus making a total of 16,418 who were entered in the schedules as having completed the required attendances, and fulfilled Articles 40–47.

TABLE II.—PROPORTION examined in each STANDARD.

Results of individual examinations in per-centages.

—	Year ending 31st August 1868.	
	Per-centage of Total Number examined.	Per-centage of Total Number present.
Standard VII. - - -	1·15	0·70
„ VI. - - -	5·39	3·30
„ V. - - -	9·75	5·98
„ IV. - - -	14·39	8·82
„ III. - - -	20·34	12·46
„ II. - - -	22·39	13·72
„ I. - - -	26·56	16·28
Total examined -	99·97	61·26

TABLE III.—PROPORTION passed in each SUBJECT.

—	Year ending 31st August 1868.		
	Per-centage passed in		
	Reading.	Writing.	Arithmetic.
Standard VII. - - -	100·00	99·38	95·65
„ VI. - - -	100·00	95·21	94·95
„ V. - - -	99·85	89·27	93·24
„ IV. - - -	99·15	85·26	83·46
„ III. - - -	97·85	97·11	95·06
„ II. - - -	97·15	99·55	93·11
„ I. - - -	97·57	97·11	87·53
Of total number examined	98·14	95·11	90·78

Numbers passed in reading, &c.

It thus appears, that of the 13,947 children presented for examination there passed in reading 13,688, in writing 13,265, and in arithmetic 12,661,—making in all 39,614 passes out of 41,841 possible passes, or, in the form of a per-centage, 94·7 children passed in three subjects, giving a failure of only 5·3 in every hundred.

Remarks.

All things considered, the irregularity of attendance in some schools, its fluctuating character in others, the prevalence of epidemic disease in one locality, and the absence of the more advanced scholars in another, this result must be considered satisfactory evidence of educational progress in the Western District. It must not, however, be inferred that the results in Table III. indicate perfection, even where no failure occurs. In reading, for instance, failure marks bad reading, but pass does not necessarily mark good reading. Indeed, good reading is so rare an accomplishment in the schools of my district, that an ordinary pass, even in the higher standards, includes merely fluency, pronunciation correct in the main, and a fair knowledge of the meaning of the passage, while a bare pass, as a matter of course, includes considerably less. Were it not invidious to single out schools I could name several in my district where the reading is not only fluent, but expressive, and where, even in the lower standards, the children read with ease, and in a way to show that they thoroughly appreciate the sense of the passage. In these schools, in addition to the reading lesson, the children are in the habit of committing to memory extracts from their reading books, which are repeated to the master, and errors in pronunciation, expression, or taste pointed out and corrected. In this way, the reading is improved, the taste cultivated, and the mind stored with much that often gives

Results satisfactory, but do not indicate perfection.

Good reading a rare accomplishment.

In several schools reading fluent, &c.

The cause.

point to conversation, and always assists the young composer in acquiring an easy and natural style of writing. In former reports I have directed attention to the great value and importance of this exercise, and I beg again to urge on managers and teachers the propriety of making it an integral part of the school course.

Importance of committing passages to memory recommended in former reports, &c.

As regards the writing of Standards I. and II. the results in Table III. are good. It is now a rare occurrence to find a child in Standard I. who cannot form the letters and figures in a distinct and legible manner, while, in many schools, the specimens exhibited are of a character to show clearly how much may be done with a ruled slate and a proper pencil. Where a line of print is not fairly transcribed in Standard II. I find, as a rule, that the writing on paper in the higher standards presents faults of a similar kind. Slovenliness in the one argues slovenliness in the other, while care and attention in the one are equally represented by care and attention in the other. In Standard III. the writing to dictation affords equally favourable results, and generally in the same schools. In Standard IV., however, where writing on paper begins, the results are not so satisfactory. Here the failure is about 15 per cent. In the schools where this is most apparent, the master invariably complains of the difficulty of passing from slate to paper, but unfortunately, as stated above, where paper-work is bad, slate-work is rarely good, and *vice versâ*. The reason, it seems to me, lies more in the method generally adopted than in any real difficulty in the transfer. For wherever I find dictation a daily exercise the results on paper are equally satisfactory with those on the slate, but, where the slate is put into the hands of children merely to keep them quiet, and where the dictation lesson is more frequently omitted than given, it need surprise no one that comparative failure is the result. In Standard V. matters are slightly improved, while in Standards VI. and VII. the results may be justly considered very satisfactory.

Slate writing. Results in Standards I. and II.

Writing to dictation.

In Standard III. results good.

In Standard IV. results not so satisfactory.

The cause.

Slight improvement in Standard V.

Results in Standards VI. and VII. very satisfactory.

On referring to Table III., it appears that arithmetic still continues to be the weak point in the schools of my district. The per-centages of failure in the three subjects of reading, writing, and arithmetic may be said to be, in round numbers, 2, 5, and 10.

Arithmetic still the weak point.

In so far, this is a satisfactory result. But as the deficiency in arithmetic occurs mainly in Standards I. and IV., where it reaches $12\frac{1}{2}$ and $26\frac{1}{2}$ per cent. respectively, more attention would seem to be required for the starting points of *simple* and *compound* arithmetic. In Standard I. subtraction, and in Standard IV. compound division, are the stumbling-blocks, or, in other words, a certain number failed not only to master

Deficiency in arithmetic mainly in Standards I. and IV.

the more advanced part of the prescribed work, but even to attain that proficiency in the easier part which would have secured the minimum pass. In Standard I. this deficiency is found mainly in girls' schools, or among the girls of mixed schools; but in Standard IV. the failure is of a more general character as regards sex, and class of school.

Inspector's assistant.

Before leaving this part of my report I may be permitted to state, that, in the examination of children in the different standards, I have received great assistance from Mr. Binnie, whose faithfulness and diligence in the discharge of duty I have now the pleasure to bring under the notice of your Lordships.

Attainments of Children in other Branches.

Religious instruction.

Having, in my report for 1866, given a detailed account of the methods of instruction generally adopted in the schools of my district, it may suffice, on the present occasion, to state that this important subject continues to receive the same amount of time and attention as formerly, and with a like satisfactory result.

Grammar and geography.

For some time after the introduction of the Revised Code, these subjects were somewhat neglected, but not to the extent anticipated by many friends of education. Now, however, I am happy to be able to say, they are taught as generally, and as efficiently as at any former period during the 17 years, over which my experience as an inspector extends.

History.

This has never been a general subject of instruction. Now and again I meet with a class in British history, but rarely does their knowledge of the subject extend beyond a few commonplace facts and leading dates, such as the era of the Norman conquest, and the date of Magna Charta, Bannockburn, or the Spanish armada.

Latin.

The teaching of it decreasing.

The cause.

This subject is now so seldom met with in the common school, that I have almost ceased to regard it as one of the branches of instruction. This is the more to be regretted, as it is owing not so much to disinclination on the part of the parent to give his son the benefit of a classical education, as to inability on the part of the master to teach anything beyond the merest elements, and even that modicum in a manner the most perfunctory. But the case is far otherwise in the schools where the master has had the opportunity of adding the culture of the University to the training of the Normal school. There Latin and Greek are often taught in such a way as to secure results little, if at all, inferior to those of the purely classical school. But these schools are so few in number, and scattered over so wide an area, that, like

Classics well taught in the schools where the masters are University men.

a rush-light in a dark room, they only serve to make the surrounding darkness more visible.

The normal school and the University.

The whole subject of "joint University and Normal school training" has been so recently and ably treated by my colleague, Mr. Kerr, that it may suffice, for the present, to add that, while I agree with him in his conclusions, I see no reason to alter, or modify any of the opinions to which I have given expression in former reports.

Supply of Pupil-teachers.

Supply of pupil-teachers.

In the supply of pupil-teachers the tide has begun to turn. Managers and teachers are now as anxious to get apprentices, as they were, a few years ago, to free themselves from the fancied encumbrance. The managers' fears of responsibility have been removed by the provisional engagements allowed by your Lordships, and the masters find it more for their interest to have the aid of the paid apprentice, than to pay, out of their own pocket, for the necessary assistance of the probationer. I regret, however, that the returning tide has not brought *quality* as well as quantity.

Quality not equal to quantity.

Difficulty of getting male candidates of the *right sort.*

The difficulty of getting male candidates of the *right sort* is daily increasing, and the adverse influences, to which I referred in my last report, still exist. To give a case: the normal school had formerly a large and efficient staff of male pupil-teachers—it has now only two; while the supply of female candidates is most ample. Nor is this a solitary instance; the same difficulty is felt in all the large schools of my district, and may be attributed to the same causes—

The causes.

the high price of juvenile labour, and the preference of parents for the present advantage of a weekly wage over an annual stipend, the payment of which is contingent on passing a satisfactory examination at the close of the school year.

Night Schools.

Night schools.

During the past year I visited nine night-schools; of these six were in Glasgow, one in Renton, one in the mining village of Inkermann, and one at Shotts. The attendance is generally very irregular and fluctuating, and the disinclination of the pupils to any inspection, or examination, is such, that only a comparatively small number of those, who have made the required attendances, can be induced to come forward on the night of examination. This is very disheartening both to managers and teachers, and often leads one to doubt whether the benefit obtained is always in proportion to the time and trouble expended. A little reflection, however, will dispel this doubt. The night-school is a necessary and useful addition to the day-school in the mining and manufac-

Attendance very irregular.

The night school a necessary

addition to the day school in the mining, &c. districts. Why.

turing districts, where children are too often put to work at an age when they have barely mastered the merest rudiments of education. Once at work, they have rarely another opportunity of attending the day-school, and must either lapse into ignorance, or get their slender stores supplemented by the night-school. But it is to be feared that the parent puts too much stress on what the night-school can do for his child, and therefore has the less scruple in withdrawing it at a tender age from the proper sphere of childhood. Be this, however, as it may, I have seen so much good resulting from a well-conducted night-school, that I hope yet to see one connected with every aided school in the mining and manufacturing districts of Scotland.

I have the honour to be, &c.

CHARLES E. WILSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. T. WILKINSON, A.M., *on the* EPISCOPAL CHURCH SCHOOLS, *inspected by him in* SCOTLAND.

MY LORDS,

THE report which I have now the honour of submitting to your Lordships presents few circumstances to distinguish it from those of former years. The number of schools actually inspected by me is nearly the same as in last year, and I have already so often remarked on the character of those schools that there is little room for novelty in the observations which I have to make. Circumstances of schools much the same as in past years.

The whole number amounts to 124 schools, comprehended in 105 distinct institutions; of which latter, 85 are in receipt of your Lordships' annual grants, and 20 are cases of simple inspection. Number of schools.

TABLE I. Tabulated statements.

	1. Schools.	2. Teachers and Assistants.	3. Pupil-teachers.	4. Scholars.
1867 - -	119	150	169	11,711
1868 - -	124	147	150	11,995

TABLE II.

——	4·2	2	6·6	2·4
——	Increase.	Decrease.	Decrease.	Increase.

Table I. exhibits the following results, viz., an increase of five in the number of schools, a decrease of three in the number of teachers, a decrease of 19 in the number of pupil-teachers, and an increase of 284 of scholars. Increase and decrease.

Table II. shows the per-centages of the preceding calculations. Per-centage.

The above tabulated statements merely require one or two brief remarks. Remarks on the preceding Tables.

Column 1. During the past year there has been only one school closed, in the county of Kircudbright; six new ones have been opened in the counties of Perth and Aberdeen.

Column 2 calls for no especial remark.

Column 3. The large decrease in this column arises from the great majority of male pupil-teachers quitting the profession at the end of their apprenticeship, and some at the

end of their first and second years; the number of female candidates for apprenticeship continues stationary.

Column 4 exhibits a satisfactory result.

Comparison of schools.

The large area of my district, comprising schools of very different character, according to the locality in which each is situated, I have hitherto shrunk from arranging the schools according to their merits, from a feeling that no comparative standard of their efficiency could fairly be instituted. But, though for this reason, I hesitate to make a minute comparison between schools existing in the various districts, and even in the various localities of the same district, I cannot but remark that if there be any circumstance generally observable through the many localities of my extensive district, it is this, that the state of education in any given district is commonly proportioned to the interest felt in it, and the assistance given, by the upper classes of society therein residing. Applying this remark to the present condition and to the prospects of the Scotch Episcopal schools, I have to report that the most flourishing schools are those in which the clergy receive their legitimate support from the landed proprietors and the wealthiest inhabitants of their respective districts; and that the languishing and inferior schools owe much of their condition to the want of the pecuniary support which the means and influence and the true interests of the laity would lead the country to expect would be extended to them. Hence the burden and maintenance of these schools fall heavily and most disproportionately on the clergy, many of them gentlemen of limited means, whose pecuniary resources are thereby unduly taxed.

Education advances or declines as the gentry act in regard to it.

Clergy the chief support and mainstay of the schools.

General condition of education in the district.

In former reports I have always, with more or less minuteness, discussed the characteristics of school organization, discipline, and teaching, and more especially noted, in terms of commendation or otherwise, the modes generally used in inculcating the elementary branches of knowledge. The past year presenting no essential difference in these matters, as compared with its predecessors, I do not propose now to enter into a similar statement or discussion, but merely to observe that on the whole I am able, as regards the state of elementary education in my district, to report a sensible, if not a decided progress.

Comparative statement of passes in reading, writing, and arithmetic.

Passes in reading, writing, and arithmetic.

——	Reading.	Writing.	Arithmetic.
1867 - - -	91·86	89·00	83·46
1868 - .. -	91·26	91·82	82·34

General per-centage of passes:—

General per-centages of passes.

1867	-	-	- 88·04
1868	-	-	- 88·47

The above exhibits an almost stationary condition of the reading and arithmetic, an improvement in the writing and dictation, and a general advance on the whole. Results.

A few remarks on each of these standard subjects may here not be out of place.

Though the statement above exhibits a slight falling off in the reading, yet I am not without hope that the introduction into most of the schools of a better class of reading books, which I am glad to record, may lead to an advance next year, and convey into our schoolrooms a more intelligent style of reading than at present prevails. Hitherto the supply of food in this respect has been unsuited to the intellectual palate. Reading.

This is decidedly improving, especially the penmanship, and if the pass had depended on this alone the advance would have been very large; but the weakness in many cases of the spelling has detracted much from the value of the pass for mere writing, and this is a point on which there should be no mistake. In every standard beyond the second spelling is an essential part of the exercise. Writing and dictation

The Revised Code is gradually bringing in real proficiency in arithmetic instead of mere apparent progress; the day for this is gone by, and a sterling elementary foundation is being laid in most of the schools of my district. On this object I ordinarily give exercises in notation and numeration only in the 4th, 5th, and 6th Standards. I cannot but think that much time is lost in attempting to make children familiar with notation and numeration too soon, and certainly no exercises so bewilder young children as in these subjects. Arithmetic.

The higher subjects of instruction continue to receive equal attention to that of former years. Higher subjects.

The religious instruction is in the hands of the clergy, and their constant and valuable supervision of that department of the school work is being attended with the best results. Religious instruction.

In grammar, history, and geography some advance has been made, but not a very great one generally. In grammar too little attention is paid to parsing and too much to the analysis of sentences. Geography takes a higher position in good schools than formerly. History remains somewhat in abeyance. Grammar, &c. Too much of analysis, too little of parsing. Geography improving. History moderate.

In female schools industrial work is at very fair standard. Sewing, &c. fair.

Music generally is a failure. Drawing has been successfully introduced into some schools of the higher kind. Music a failure. Drawing advancing.

Registers. Though the registers are kept generally with fair care and attention, cases have occurred in which carelessness—to say the least of it—has been exhibited. The filling up of this record still requires punctuality and constant attention.

Log book not well filled up. The log books are seldom kept as well as I could wish. In many schools such expressions as "ordinary progress"—"same as yesterday"—"nothing particular"—are occurring again and again. Several teachers seem to have nothing else to record; and some, I regret to observe, exercise very little discretion as to what they shall enter.

Teachers. The teachers are as a body respectable, well conducted, and attentive to their duties; of the trained teachers almost all are satisfactory and more than satisfactory, in respect both to instruction and discipline; of the few schools of untrained teachers I cannot speak in other terms than those of moderate commendation.

Pupil-teachers doing well. The pupil-teachers' present condition is on the whole satisfactory; in really good schools they are remarkably well trained, teach thoroughly, and pass good examinations.

Result of late examination for admission. The list of the names of the successful candidates for admission into normal colleges, just issued, bears gratifying testimony to the attainments of the candidates both male, and female, there being no failures among the males, and only one among the females; of the former, one is in the first class, and one in the second; of the latter five are in the first class, and five in the second.

The names and schools of each are subjoined:—

John Kinna, Cally English Episcopal	First Class.
Robt. F. Monat, Leith, Episcopal	Second Class.
Margaret Blacklock, Carlisle	First Class.
Annie Knisley, Inverness	,,
Julia Lloyd, Edinburgh	,,
Jane A. Bates, Durham	,,
Isabella Fleming, Edinburgh	,,
Joanna Stewart, Pottalloch	Second Class.
Margaret Millar, Stirling	,,
Isabella Hutchinson, Elgin	,,
Elsie Dow, Banff	,,
Mary Donald, Edinburgh	,,

School buildings. I am happy to be able to report that on the whole the school buildings in my district are in a most satisfactory condition, and I take this opportunity of stating, that with scarcely an exception, the school managers have been most willing and ready to carry out any improvements which I have suggested.

New school buildings. New and commodious school rooms are being erected at Crieff, Perth, Coldwell, Aberdeenshire, and additions,

some very important ones, in other parts of that county, and in Banffshire.

I beg to conclude this my sixteenth report of the Scottish episcopal schools, by repeating to the clergy and managers my hearty thanks for the courtesy and consideration I have met with at their hands.

I have the honour to be, &c.

T. WILKINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix No. 2.

NORMAL SCHOOLS.

List of Normal Schools under Inspection.

Name of Normal School.	Name and Address of Correspondent.
Normal Schools for Masters only. (15.)	
Bangor (Brit. and For. School Society's)	Rev. D. Rowlands, Bangor.
Battersea (National Society's)	Rev. E. Daniell, Battersea, London, S.W.
Borough Road (British & Foreign School Society's).	Alfred Bourne, Esq., Borough Road, London, S.E.
Carmarthen (National Society's)	Rev. E. B. Biddick, Carmarthen.
Carnarvon (Church of England)	Rev. J. S. Boucher, Carnarvon.
Chelsea, St. Mark's (National Society's)	Rev. J. G. Cromwell, St. Mark's Normal School, Chelsea, London, S.W.
Chester (Diocesan)	Rev. Arthur Rigg, Chester.
Culham (Oxford Diocesan)	Rev. J. Ridgway, Culham, Abingdon.
Durham (Diocesan)	Rev. A. R Ashwell, Normal Sch., Durham.
Exeter (Diocesan)	Rev. W. David, Exeter.
Hammersmith, St. Mary's (Roman Catholic).	Rev. J. B. Rowe, Brook Green House, Hammersmith, London, W.
Peterborough (Church of England)	Rev. C. Daymond, Peterborough.
Saltley, nr. Birmingham (Worcester Dioc.)	Rev. W. Gover, Saltley, Birmingham.
Winchester (Diocesan)	Rev. C. Collier, Normal Sch., Winchester.
York and Ripon (Diocesan)	Rev. G. Rowe, York.
Normal Schools for Mistresses only. (16.)	
Bishop's Stortford (Rochester Diocesan)	Rev. A. H. Blunt, Bishop's Stortford.
Brighton (Chichester Diocesan)	Rev. H. H. Wyatt, 84, Montpelier Road, Brighton.
Bristol, Gloucester, & Oxford (Dioc.)	Rev. W. Smith, Fishponds, Bristol.
Derby (Lichfield Diocesan)	Rev. Canon Latham, Little Eaton, Derby.
Durham (Diocesan)	Rev. W. H. Walter, Durham.
Edinburgh, Lochrin House (Scot. Epis.)	Rev. C. Smith, Edinburgh.
Gray's Inn Road (Home and Colonial School Society's).	Rev. J. Joyce Evans, Gray's Inn Road, London, W.C.
Lincoln (Diocesan)	Rev. Hector Nelson, Lincoln.
Liverpool Roman Catholic	The Principal, Roman Catholic Normal School, 96, Mount Pleasant, Liverpool.
Norwich (Diocesan)	Rev. W. C. Davie, Norwich.
Ripon (York and Ripon Diocesan)	Rev. E. B. Badcock, Ripon.
Salisbury (Diocesan)	Rev. W. D. Morrice, Longbridge-Deverill, Warminster.
Stockwell (British and Foreign School Society's).	Alfred Bourne, Esq., Borough Road, London, S.E.
Truro (Exeter Diocesan)	C. Barham, Esq., Truro.
Warrington (Chester Diocesan)	The Ven. Archdeacon Durnford, Middleton, Manchester.
Whitelands (National Society's)	Rev. Harry Baber, Whitelands House, Chelsea, London, S.W.
Normal Schools for both Masters and Mistresses. (7.)	
Cheltenham (Church of England)	Rev. R. M. Chamney, Cheltenham.
Edinburgh, Castle Hill Terrace (Church of Scotland).	S. S. Laurie, Esq., 22, Queen Street, Edinburgh.
Edinburgh, Moray House (Free Church)	W. Gray, Esq., Free Church Educational Committee, Edinburgh.
Glasgow, Dundas Vale (Ch. of Scotland)	J. Leitch, Esq., Normal School, Dundas Vale, Glasgow.
Glasgow (Free Church)	W. Kidston, Esq., Free Church Normal School, Glasgow.
Homerton (Congregational)	Rev. Dr. Unwin, The College, Homerton, London, N.E.
Westminster (Wesleyan)	Rev. W. G. Olver, Wesl. Normal School, Horseferry Rd., Westminster, London, S.W.

(No. 1.)

Summary showing Original Cost of Buildings, Expenditure in 1868, and Number of Students in 1869.

Denomination.	Original Cost of Buildings.			Amount of Expenditure for Year 1868.			Number of Students in 1869.					
	Subscribed.	Granted by Committee of Council.	Total.	Granted by Committee of Council.	Balance from other Sources.	Total.	Resident.			Room for (Article 102[1]).		
							Male.	Female.	Total.	Male.	Female.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.						
Church of England.	194,085 14 1¾	91,474 10 3	285,560 4 4¾	41,530 12 2	16,613 14 5	58,144 6 7	488	714	1,202	999	788	1,787
British - -	40,425 9 7	12,203 7 6	52,628 17 1	5,917 7 0	1,942 18 2	7,860 5 2	121	102	223	141	102	243
Wesleyan -	33,101 9 3	5,049 10 0	38,150 19 3	4,071 14 3	2,384 16 5	6,456 10 8	67	64	131	72	60	132
Congregational	- - -	- - -	- - -	- - -	- - -	- - -	6	13	19	25	25	50
Home and Colonial.	1,600 0 0	6,000 0 0	7,600 0 0	3,979 16 8	1,684 6 0	5,664 2 8	—	140	140	—	140	140
RomanCatholic	9,630 0 8	3,900 0 0	13,530 0 8	3,208 12 8	1,673 12 10	4,882 5 6	42	65	107	70	73	143
Scotch :—												
Established -	14,699 7 10½	11,847 8 0	26,546 15 10½	6,276 2 8	2,221 8 10	8,497 11 6	111	110	221	188	168	356
Free Church	14,467 18 6	7,492 10 0	21,960 8 6	6,521 2 4	1,728 6 10	8,249 9 2	71	150	221	199	185	384
Episcopal -	- - -	- - -	- - -	540 6 1	291 10 9	831 16 10	—	22	22	—	26	26
Grand Totals	308,010 0 0¼	137,967 5 9	445,977 5 9¼	72,045 13 10	28,540 14 3	100,586 8 1	906	1,380	2,286	1,694	1,567	3,261

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

	NORMAL SCHOOL.	Number of Officers. In College (including Principal).	Number of Officers. In Practising School* (exclusive of Pupil-teachers).	Number denoting Colleges or ...
CHURCH OF ENGLAND	Cheltenham, *Male*	10	3	
	„ *Female*			
	Peterborough, *Male*	3	1	
	NATIONAL SOCIETY'S, at Battersea, *Male*	10	—	
	NATIONAL SOCIETY'S, at Chelsea, St. Mark's, *Male*	8	—	
	NATIONAL SOCIETY'S, at Whitelands, *Female*	8	4	
	NATIONAL SOCIETY'S, at Carmarthen, *Male*	5	—	
	DIOCESAN, at Bishop's Stortford (Rochester), *Female*	6	2	
	DIOCESAN, at Brighton (Chichester), *Female*	9	—	
	DIOCESAN, at Fishponds (Gloucester and Bristol and Oxford), *Female*	8	2	
	DIOCESAN, at Carnarvon, *Male*	6	—	
	DIOCESAN, at Chester, *Male*	6	—	
	DIOCESAN, at Culham (Oxford), *Male*	6	—	
	DIOCESAN, at Derby (Lichfield), *Female*	7	2	
	DIOCESAN, at Durham, *Male*	5	1	
	DIOCESAN, at „ *Female*	6	2	
	DIOCESAN, at Exeter, *Male*	6	—	
	DIOCESAN, at Lincoln, *Female*	5	—	
	DIOCESAN, at Norwich, *Female*	7	2	
	DIOCESAN, at Salisbury, *Female*	7	—	
	DIOCESAN, at Saltley (Worcester), *Male*	6	1	
	DIOCESAN, at Truro (Exeter), *Female*	6	2	
	DIOCESAN, at Warrington (Chester), *Female*	9	2	
	DIOCESAN, at Winchester, *Male*	5	—	
	DIOCESAN, at York (York and Ripon), *Male*	5	2	
	DIOCESAN, at Ripon „ *Female*	7	1	
	BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, *Male*	8	—	
	„ „ at Stockwell, Surrey, *Female*	8	2	
	„ „ at Bangor, *Male*	5	—	
	WESLEYAN, in Horseferry Road, Westminster, *Male*	11	5	
	„ „ „ *Female*			
	CONGREGATIONAL, at Homerton, *Male*	7	1	
	„ „ *Female*			
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, *Female*	15	2	
	ROMAN CATHOLIC, at Hammersmith, *Male*	5	1	
	ROMAN CATHOLIC, at Liverpool, Mount Pleasant, *Female*	9	1	
	CHURCH OF SCOTLAND, at Edinburgh, *Male*	9	1	
	CHURCH OF SCOTLAND, at „ *Female*			
	CHURCH OF SCOTLAND, at Glasgow, *Male*	7	3	
	CHURCH OF SCOTLAND, at „ *Female*			
	FREE CHURCH IN SCOTLAND, at Edinburgh, *Male*	11	1	
	FREE CHURCH IN SCOTLAND, at „ *Female*			
	FREE CHURCH IN SCOTLAND, at Glasgow, *Male*	8	4	
	FREE CHURCH IN SCOTLAND, at „ *Female*			
	EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Lochrin House), *Female*	4	—	
	Total	273	48	

* In cases where the teachers of the Practising School are also teach

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

Site Page.	Number of Students resident in February 1868.			Number who quitted the College at end of 1868.	Number of new Admissions in 1869.	Number of Students resident in February 1869.	Number of Students admissible (Article 102[1]).
	Students admitted pursuant to Article 107.	Others.	Total.				
	59	6	65	29	20	52	106
	59	—	59	26	27	59	59
	28	1	29	15	23	35	46
	80	—	86	35	42	80	107
	89	—	89	48	39	80	106
	107	—	107	48	52	107	109
	18	—	18	12	8	18	60
	57	—	57	26	30	57	57
	44	2	46	21	21	43	49
	66	3	69	36	39	68	80
	16	4	20	11	12	21	43
	13	—	13	3	—	10	70
	25	14	39	15	17	33	100
	42	—	42	21	22	41	42
	30	—	30	19	6	17	52
	29	—	29	12	17	34	46
	24	4	28	16	10	18	48
	40	—	40	20	21	40	40
	40	—	40	21	21	40	40
	45	4	49	29	32	49	67
	50	2	52	25	43	63	125
	21	4	25	12	12	21	34
	93	4	97	45	53	99	102
	25	5	30	11	18	32	56
	39	1	40	23	12	29	80
	57	1	58	35	33	56	63
	69	—	69	26	48	89	100
	102	—	102	50	50	102	102
	30	—	30	11	13	32	41
	62	—	62	30	36	67	72
	51	3	54	26	43	64	60
	—	—	—	—	5	6	50
	—	—	—	—	9	13	
	140	—	140	78	81	140	140
	31	3	34	6	17	42	70
	66	1	67	37	36	65	73
	55	7	62	26	30	58	102
	54	—	54	26	26	53	103
	54	—	54	21	24	53	86
	55	—	55	25	27	57	65
	45	—	45	20	20	43	104
	66	—	66	28	51	85	92
	33	—	33	13	10	28	95
	60	—	60	28	37	65	93
	17	2	19	5	10	22	26
	2,186	71	2,257	1,070	1,203	2,286	3,261

[1] In the Normal School they are included in the staff of the latter.

No. 3.—Table showing the Income and Expenditure of Nor

Normal School.	Income (Au														
	1. Grants from the Committee of Council on Education.			2. Proceeds of Land or Capital Sums.						3. Subscriptions and I tions.					
				a. Inalienable from the College by Law.			*b.* Alienable from the College at Discretion.			*a.* From Individuals.			*b.* From l san Bo and o Charit Bodi		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£		
Church of England. — Cheltenham, *Male*	2,544	14	11	229	5	8	-	-	-	323	7	11	-		-
„ *Female*	1,414	8	9	114	13	8	-	-	-	124	17	9	-		-
Peterborough	1,446	3	6	-	-	-	-	-	-	265	8	0	138		
National Society's, at Battersea	3,602	14	7	-	-	-	14	2	8	185	11	6	500		
Chelsea, St. Mark's	3,658	6	4	-	-	-	19	10	0	128	3	6	800		
Whitelands	3,105	3	11	-	-	-	159	10	6	66	7	0	350		
Carmarthen	994	15	7	10	0	0	-	-	-	152	0	0	730		
Diocesan, at Bishop'sStortford(Rochester)	1,089	4	5	30	6	8	-	-	-	499	7	0	50		
Brighton (Chichester)	1,245	16	3	-	-	-	-	-	-	62	5	0	191		
Bristol (Gloucester and Bristol, and Oxford)	1,635	12	8	12	3	9	102	9	8	200	6	0	-		-
Carnarvon	868	1	6	-	-	-	-	-	-	99	14	0	500		
Chester	527	10	0	-	-	-	1	14	9	-	-	-	522		
Culham (Oxford)	1,309	2	2	-	-	-	-	-	-	-	-	-	900		
Derby	1,160	2	0	-	-	-	-	-	-	264	2	0	99		
Durham, *Male*	1,497	3	6	35	13	8	30	3	10	318	10	0	112		
„ *Female*	863	10	7	-	-	-	16	4	7	254	11	0	20		
Exeter	1,203	4	11	6	10	0	-	-	-	732	6	4	17		
Lincoln	1,064	15	1	259	13	0	-	-	-	6	6	0	-		-
Norwich	1,075	16	9	-	-	-	3	14	3	215	1	0	11		
Salisbury	1,395	6	3	-	-	-	-	-	-	-	-	-	200		
Saltley (Worcester)	2,546	9	8	-	-	-	-	-	-	442	17	0	435		
Truro (Exeter)	588	11	1	-	-	-	-	-	-	92	14	0	54		
Warrington (Chester)	2,127	8	0	10	0	0	-	-	-	-	-	-	528		
Winchester	981	18	6	-	-	-	26	5	6	-	-	-	336		
York (York and Ripon), *Male*	1,716	9	9	-	-	-	-	-	-	-	-	-	295		
Ripon „ *Female*	1,268	1	6	-	-	-	-	-	-	-	-	-	500		
British and Foreign SchoolSociety's in Borough Road, Southwark	2,810	1	5	-	-	-	-	-	-	677	11	10	-		-
at Stockwell, Surrey	2,085	18	7	-	-	-	-	-	-	633	6	3	-		-
at Bangor	1,021	7	0	-	-	-	-	-	-	201	5	7	-		-
Wesleyan, in Horseferry Road, Westminster	4,071	14	3	-	-	-	-	-	-	-	-	-	1,850		
Home and Colonial School Society's, in Gray's Inn Road	3,979	16	8	-	-	-	-	-	-	1,006	19	3	282		
Roman Catholic, at Hammersmith	1,299	15	0	-	-	-	-	-	-	-	-	-	994		
Liverpool (Mount Pleasant)	1,908	17	8	-	-	-	-	-	-	150	0	0	300		
Total, England and Wales	58,708	2	9	708	6	5	373	15	9	7,102	17	11	10,720		
Church of Scotland, at Edinburgh	3,185	2	6	-	-	-	-	-	-	-	-	-	250		
Glasgow	3,091	0	2	-	-	-	-	-	-	-	-	-	-		
Free Church in Scotland, at Edinburgh	3,556	13	10	-	-	-	-	-	-	-	-	-	110		
Glasgow	2,964	8	6	-	-	-	-	-	-	-	-	-	-		
Episcopal Church in Scotland, at Edinburgh (Lochrin House)	540	6	1	-	-	-	-	-	-	173	15	6	50		
Total, Scotland	13,337	11	1	-	-	-	-	-	-	173	15	6	410		
Grand total	72,045	13	10	708	6	5	373	15	9	7,276	13	5	11,130		

OLS, in the Year ending 31st December 1868.

y received during the Year).

4. ees of Students.		5. Exhibitions.		6.	7.	8.	9.
a. 1 by selves neir ives.	b. Paid by Private Patrons.	a. Permanently established.	b. This Year, but not sure to be renewed.	Collections in Churches and Chapels.	Received from Students for Books sold to them.	Received from other Sources.	Total.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
0 0	- - -	- - -	- - -	- - -	16 0 0	12 4 10	3,442 13 4
0 0	- - -	- - -	- - -	- - -	10 0 0	7 3 6	1,861 3 8
2 0	- - -	- - -	- - -	19 5 5	18 14 6	- - -	1,970 9 5
0 0	- - -	- - -	- - -	- - -	149 19 11	- - -	4,811 18 8
0 0	- - -	- - -	- - -	- - -	94 17 7	*16 5 11	5,087 3 4
0 0	20 0 0	- - -	- - -	- - -	73 8 10	1 11 9 *310 19 2	4,362 1 2
5 0	- - -	- - -	- - -	- - -	- - -	- - -	1,929 0 7
0 0	- - -	- - -	- - -	- - -	41 4 4	- - -	2,444 2 5
8 0	6 0 0	- - -	- - -	- - -	30 14 3	- - -	1,713 2 0
2 0	- - -	- - -	- - -	- - -	33 1 2	- - -	2,230 5 3
0 0	70 7 3	- - -	- - -	- - -	29 0 7	- - -	1,599 3 4
0 0	- - -	25 0 0	12 10 0	- - -	9 2 0	- - -	1,110 7 5
0 0	100 0 0	- - -	- - -	- - -	36 2 0	- - -	2,569 5 11
2 0	- - -	10 0 0	- - -	- - -	35 15 1	*12 1 10	1,633 2 11
0 0	- - -	- - -	- - -	- - -	21 2 10	*17 0 5	2,136 4 3
0 0	- - -	- - -	- - -	1 16 4	- - -	- - -	1,236 2 6
4 6	- - -	- - -	- - -	- - -	1 6 0	- - -	2,034 3 1
5 0	- - -	- - -	- - -	- - -	21 8 5	- - -	1,361 17 6
-	- - -	- - -	- - -	2 10 6	27 12 9	- - -	1,335 15 3
5 0	- - -	- - -	- - -	- - -	37 16 9	- - -	1,842 8 0
5 0	- - -	- - -	10 0 0	- - -	62 7 0	- - -	3,606 4 8
5 0	20 0 0	- - -	- - -	- - -	3 12 2	15 0 0	877 2 3
0 0	- - -	- - -	- - -	- - -	26 18 0	- - -	3,023 3 2
5 0	5 0 0	- - -	- - -	- - -	- - -	- - -	1,508 14 0
5 0	2 0 0	- - -	- - -	- - -	26 2 3	5 5 4	2,205 2 4
0 0	- - -	- - -	- - -	- - -	35 16 9	57 10 0	1,971 8 3
0 0	- - -	- - -	- - -	- - -	72 12 9	- - -	3,689 6 0
0 0	- - -	- - -	- - -	- - -	83 18 11	- - -	2,959 3 9
0 0	22 10 0	- - -	- - -	123 10 11	21 8 6	- - -	1,397 12 0
0 0	- - -	- - -	- - -	- - -	134 8 10	- - -	6,129 13 1
0 0	- - -	- - -	- - -	11 1 9	179 1 5	- - -	5,660 13 9
0 0	- - -	- - -	- - -	- - -	24 18 7	- - -	2,353 16 5
0 0	26 0 0	- - -	- - -	- - -	32 16 6	6 17 6	2,556 1 8
6	271 17 3	35 0 0	22 10 0	158 4 11	1,391 8 8	462 0 3	84,648 11 4
6	- - -	- - -	- - -	- - -	232 0 0	8 18 11	4,180 3 11
0	- - -	- - -	- - -	250 0 0	237 0 0	*172 3 10 9 12 3	3,765 11 3
3	- - -	- - -	110 0 0	- - -	140 14 4	*48 13 9	4,283 19 4
0	- - -	- - -	- - -	- - -	78 18 0	*40 7 0	3,267 8 6
6	- - -	- - -	- - -	- - -	- - -	- - -	818 15 1
3	- - -	- - -	110 0 0	250 0 0	688 12 4	279 15 9	16,315 18 1
9	271 17 3	35 0 0	132 10 0	408 4 11	2,080 1 0	741 16 0	100,964 9 5

* From Practising School.

(*continued*

No. 3.—Table showing the Income and Expenditure of Norm

	NORMAL SCHOOL.	EXPENDITURE (Amo						
		1. Salaries of Teachers or Officers engaged in Discipline.	2. Books, Apparatus, and Stationery.	3. Printing, Postages, and other Office Charges.	4. Board.	5. Washing (if not included under any other Head).	6. Wages of Servants not engaged in Instruction or Discipline.	7. Fue and Ligh
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s
CHURCH OF ENGLAND.	Cheltenham, *Male*	1,265 0 0	65 9 2	41 18 2	1,151 0 9	105 11 0	123 9 3	156 2
	,, *Female*	570 0 0	32 12 6	24 4 4	660 3 4	96 1 3	43 3 7	60 2
	Peterborough	473 15 0	59 12 2	57 9 11	802 18 10	98 15 9	85 15 5	99 16
	NATIONAL SOCIETY'S, at: Battersea	1,056 5 0	318 12 2	36 19 6	1,769 4 1	246 18 1	236 12 3	160 6
	NATIONAL SOCIETY'S, at: Chelsea, St. Mark's	1,325 0 0	270 18 9	83 5 4	2,081 19 4	212 15 1	227 18 0	287 0
	NATIONAL SOCIETY'S, at: Whitelands	1,325 0 0	87 5 11	59 13 0	1,259 7 4	67 18 1	139 9 6	188 1
	NATIONAL SOCIETY'S, at: Carmarthen	525 0 0	14 14 7	42 0 0	437 13 9	– –	89 10 0	85 17
	DIOCESAN, at: Bishop's Stortford (Rochester)	625 0 0	69 15 2	51 6 2	846 8 2	– –	88 0 7	119 10
	DIOCESAN, at: Brighton (Chichester)	352 18 0	56 10 8	12 15 4	666 11 11	48 5 2	67 0 0	92 4
	DIOCESAN, at: Bristol (Gloucester and Bristol, and Oxford)	535 0 0	92 3 8	28 8 9	816 11 7	– –	137 1 10	79 12
	DIOCESAN, at: Carnarvon	460 0 0	67 16 11	12 6 6	345 10 10	18 9 8	66 5 2	65 6
	DIOCESAN, at: Chester	653 0 0	39 3 6	*	236 11 3	29 17 3	32 14 5	28 11
	DIOCESAN, at: Culham (Oxford)	802 3 0	125 1 3	86 13 10	824 2 7	76 2 0	88 6 10	79 6
	DIOCESAN, at: Derby	428 0 0	115 10 10	18 7 7	570 2 10	78 9 5	45 19 8	61 18
	DIOCESAN, at: Durham, *Male*	630 5 11	82 12 6	17 18 3	821 19 1	107 2 7	101 2 6	72 2
	DIOCESAN, at: ,, *Female*	456 0 0	22 3 11	17 16 11	464 15 7	15 0 11	57 17 1	62 8
	DIOCESAN, at: Exeter	599 4 0	33 12 7	31 8 0	455 6 6	42 16 7	89 5 3	74 16
	DIOCESAN, at: Lincoln	439 2 6	34 9 3	9 19 6	548 12 9	– –	117 17 5	74 8
	DIOCESAN, at: Norwich	401 10 0	35 7 7	13 5 5	537 1 1	91 0 0	33 7 0	63 5
	DIOCESAN, at: Salisbury	520 15 6	74 7 10	11 14 11	663 8 10	59 18 5	74 4 0	93 4
	DIOCESAN, at: Saltley (Worcester)	1,195 16 0	173 15 3	237 12 10	1,003 17 8	127 3 6	156 11 7	139 10
	DIOCESAN, at: Truro (Exeter)	218 9 0	8 6 8	6 0 6	358 13 0	5 16 7	46 8 5	53 2
	DIOCESAN, at: Warrington (Chester)	755 0 1	91 2 9	11 10 10	1,217 6 11	143 14 6	147 11 7	170 19
	DIOCESAN, at: Winchester	453 13 6	22 13 7	19 7 7	728 12 6	49 16 0	44 8 0	56 2
	DIOCESAN, at: York (York and Ripon) *Male*	695 0 0	43 3 10	20 17 2	882 2 3	– –	148 2 0	116 9
	DIOCESAN, at: Ripon ,, *Female*	627 17 7	86 4 10	13 11 3	717 10 11	– –	102 0 1	113 8
	BRITISH AND FOREIGN SCHOOL SOCIETY'S: in Borough Road, Southwark	1,015 0 0	86 3 4	83 9 3	1,144 4 3	137 7 3	199 1 3	172 13
	BRITISH AND FOREIGN SCHOOL SOCIETY'S: at Stockwell, Surrey	580 0 0	90 7 4	74 9 9	1,138 6 7	80 15 0	110 2 9	142 8
	BRITISH AND FOREIGN SCHOOL SOCIETY'S: at Bangor	505 0 0	32 13 4	18 12 0	445 18 7	35 18 2	55 1 0	61 13
	WESLEYAN, in Horseferry Road, Westminster	2,158 10 0	249 14 4	156 17 1	1,623 0 10	234 17 5	361 15 11	466 16
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road	1,676 19 2	221 7 9	181 0 10	1,805 6 6	431 4 5	134 10 10	180 13
	ROMAN CATHOLIC, at: Hammersmith	535 0 0	76 0 9	19 8 6	1,011 11 7	– –	80 0 0	156 13
	ROMAN CATHOLIC, at: Liverpool (Mount Pleasant)	490 0 0	52 9 10	13 6 8	967 16 0	99 15 0	60 0 0	70 7
	Total, England and Wales	24,354 4 3	2,932 6 6	1,513 15 8	29,003 18 0	2,741 9 1	3,581 13 2	3,904 8
	CHURCH OF SCOTLAND, at: Edinburgh	1,140 3 4	337 6 4	97 6 3	1,830 19 10	– –	99 14 0	72 3
	CHURCH OF SCOTLAND, at: Glasgow	1,126 5 0	275 0 6	42 3 0	1,333 0 0	– –	47 4 6	18 6
	FREE CHURCH IN SCOTLAND, at: Edinburgh	1,418 0 0	208 3 11	144 2 1	1,772 13 9	– –	74 18 8	24 –
	FREE CHURCH IN SCOTLAND, at: Glasgow	1,715 0 0	141 18 9	122 18 5	1,415 5 0	– –	111 15 0	29 11
	EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Lochrin House)	311 9 0	11 19 0	41 17 0	229 4 6	13 14 2	34 0 0	24 –
	Total, Scotland	5,710 17 4	974 8 6	448 6 9	6,581 3 1	13 14 2	367 12 2	168 –
	Grand total	30,065 1 7	3,906 15 0	1,962 2 5	35,585 1 1	2,755 3 3	3,949 5 4	4,072 1

* Included under 2. † Legacy invested.

‡ These amounts are not actual payments by the college. They represent that part of the cost of maintenance wh entered under No. 4., paid to them towards it), vide special arrangement stated in Report of Committee of Coun

ls, in the Year ending 31st December 1868—*continued.*

disbursed during the Year).

9. Furniture and Repairs.	10. Rent, Rates, Taxes, and Insurance.	11. Net Cost of Garden, Farm, &c.	12. Other Current Expenses.	13. Total Cost of Training.	14. Proportionate Cost of Training of Students not fulfilling Art. 107.	15. Certified Expenditure. (Art. 102 (*a*).)	Other Payments included in College Balance Sheets. 16. Net Cost of Practising School.	Other Payments included in College Balance Sheets. 17. Extraordinary Expenditure.	18. Total Expenditure of Colleges.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
255 0 0	194 7 3	– –	3 9 2	3,378 4 2	276 17 6	3,101 6 8	22 7 0	– –	3,400 11 2
135 16 8	221 7 10	14 3 4	3 9 8	1,881 7 10	4 11 2	1,876 16 8	15 0 0	– –	1,896 7 10
165 6 4	63 6 11	30 15 11	32 19 8	1,993 15 10	110 17 6	1,882 18 4	62 13 6	63 11 3	2,120 0 7
356 16 3	390 9 3	22 11 1	– –	4,644 14 5	– –	4,644 14 5	– –	– –	4,644 14 5
500 16 11	216 6 10	81 6 4	75 7 7	5,431 12 11	– –	5,431 12 11	– –	– –	5,431 12 11
364 16 9	452 9 8	– –	28 5 3	4,039 15 4	– –	4,039 15 4	– –	– –	4,039 15 4
100 19 10	33 12 0	55 12 11	17 1 7	1,423 2 7	232 15 6	1,190 7 1	82 16 8	67 0 0	1,572 19 3
223 12 0	50 4 0	37 7 8	4 4 0	2,227 12 6	– –	2,227 12 6	71 2 0	– –	2,298 14 6
106 6 6	47 5 4	17 8 4	5 16 5	1,498 18 0	72 3 8	1,426 14 4	– –	– –	1,498 18 0
184 16 9	65 17 5	52 15 1	27 6 6	2,073 16 4	97 6 8	1,976 9 8	28 4 1	– –	2,102 0 5
142 19 1	14 6 10	– –	21 4 8	1,249 6 0	203 11 10	1,045 14 2	20 0 0	21 1 8	1,290 7 8
55 14 4	22 13 5	3 16 6	– –	1,110 7 5	– –	1,110 7 5	– –	– –	1,110 7 5
336 3 7	77 8 11	54 0 9	1 15 2	2,569 5 11	866 3 0	1,703 2 11	– –	– –	2,569 5 11
92 1 1	71 8 2	4 6 2	6 17 1	1,513 19 3	– –	1,513 19 3	– –	40 0 0	1,553 19 3
160 7 1	100 9 1	89 7 5	– –	2,191 15 5	– –	2,191 15 5	– –	– –	2,191 15 5
95 6 3	37 9 0	13 3 0	– –	1,263 19 1	– –	1,263 19 1	38 6 2	– –	1,302 5 3
37 17 10	95 13 2	44 17 9	20 15 0	1,530 4 1	115 11 5	1,414 12 8	– –	{ 24 15 0 / 417 1 0 }	1,972 0 1
79 12 3	36 16 1	– –	– –	1,362 2 8	– –	1,362 2 8	4 11 5	– –	1,366 14 1
83 8 1	66 9 4	1 5 0	0 8 2	1,340 19 11	– –	1,340 19 11	5 0 0	– –	1,345 19 11
139 2 7	74 18 6	3 18 11	– –	1,744 13 8	184 8 2	1,560 5 6	33 0 0	– –	1,777 13 8
65 5 3	100 4 3	21 17 3	3 9 7	3,242 12 8	136 18 0	3,105 14 8	41 13 6	184 10 10	3,468 17 0
73 12 3	15 1 2	9 12 10	8 2 3	820 3 5	116 7 9	703 15 8	13 11 10	– –	833 15 3
237 8 3	177 1 7	40 16 8	– –	3,076 14 1	125 1 10	2,951 12 3	– –	– –	3,076 14 1
126 7 9	48 16 5	0 16 0	0 16 0	1,560 8 4	222 12 4	1,337 16 0	– –	35 14 8	1,596 2 7
165 9 11	92 12 5	16 7 3	– –	2,205 0 9	48 16 5	2,156 4 4	– –	21 5 0	2,226 5 9
90 10 4	35 5 3	37 0 6	– –	1,855 17 2	– –	1,855 17 2	126 12 4	38 17 10	2,021 7 4
249 9 1	478 4 6	– –	38 10 6	3,639 6 0	– –	3,639 6 0	– –	50 0 0	3,689 6 0
891 5 3	206 6 6	2 13 8	6 3 6	2,859 3 9	– –	2,859 3 9	– –	100 0 0	2,959 3 9
14 9 11	0 3 9	3 4 0	2 15 6	1,187 5 5	16 15 4	1,170 10 1	– –	24 10 0	1,211 15 5
614 14 2	417 14 1	– –	64 1 0	6,456 10 8	– –	6,456 10 8	– –	– –	6,456 10 8
445 1 11	424 10 6	– –	88 13 8	5,664 2 8	– –	5,664 2 8	6 8 0	– –	5,670 10 8
306 14 8	122 10 5	6 0 2	5 1 9	2,336 6 5	370 6 8	1,965 19 9	– –	– –	2,336 6 5
211 19 9	520 10 4	5 7 0	33 5 0	2,545 19 1	28 17 3	2,517 1 10	– –	– –	2,545 19 1
6,659 8 8	4,972 0 2	720 11 6	499 18 8	81,919 3 9	3,230 2 0	78,689 1 9	571 6 6	1,088 6 10	83,578 17 1
126 16 9	312 18 8	– –	‡442 6 8	4,491 2 0	196 11 9	4,294 10 3	– –	98 15 0	4,147 10 4
186 10 6	25 12 10	– –	‡818 16 8	3,907 14 6	– –	3,907 14 6	– –	– –	3,088 17 10
66 14 8	38 10 8	– –	‡352 18 4	4,115 5 0	– –	4,115 5 0	– –	– –	3,762 6 8
211 17 6	51 13 4	– –	‡319 5 0	4,134 4 2	– –	4,134 4 2	– –	– –	3,814 19 2
39 13 8	117 3 3	– –	3 15 9	831 16 10	99 10 3	732 6 7	– –	– –	831 16 10
631 13 1	545 18 9	– –	1,937 2 5	17,480 2 6	296 2 0	17,184 0 6	– –	98 15 0	15,645 10 10
7,291 1 9	5,517 18 11	720 11 6	2,437 1 1	99,399 6 3	3,526 4 0	95,873 2 3	571 6 6	1,187 1 10	99,224 7 11

the students (*i.e.*, the difference between the actual cost of the board and lodging of students and the bursaries
, 1864-5, p. xxxi.

(No. 4.) - - - -

TABLE showing how much of the COST of a STUDENT in each NOR

	NORMAL SCHOOL.	Number of Students.	ACTUAL AMOUNT OF EX AND IN	
			Tuition and other Expenses of Instruction. I.	Board, F and oth Expense Keep. II.
			£ s. d.	£ s.
FOR MASTERS ONLY.	Bangor (British and Foreign School Society's) - -	29	537 15 4	610 4
	Battersea (National Society's) - - - -	79	1,374 17 2	2,463 1
	Borough Road (British and Foreign School Society's) -	68	1,101 3 4	1,688 9
	Carmarthen (National Society's) - - -	21	539 14 7	634 1
	Carnarvon (Church of England) - - -	20	527 16 11	530 12
	Chelsea, St. Mark's (National Society's) - - -	89	1,595 18 9	2,878 11
	Cheltenham (Church of England) - - -	63	1,330 9 2	1,553 0
	Chester (Diocesan) - - - -	13	697 3 6	330 19
	Culham (Oxford Diocesan) - - - -	41	927 4 3	1,085 19
	Durham (Diocesan) - - - -	30	712 18 5	1,110 15
	Exeter (Diocesan) - - - - -	26	632 16 7	666 15
	Hammersmith (Roman Catholic) - - -	39	611 0 9	1,265 10
	Peterborough (Church of England) - - -	29	533 7 2	1,110 9
	Saltley (Worcester Diocesan) - - - -	49	1,369 11 3	1,444 12
	Winchester (Diocesan) - - - - -	29	476 7 1	887 17
	York and Ripon (Diocesan) - - - -	40	738 3 10	1,171 10
		665		
FOR MISTRESSES ONLY.	Bishop's Stortford (Rochester Diocesan) - - -	55	694 15 2	1,116 3
	Brighton (Chichester Diocesan) - - - -	48	409 8 8	899 17
	Bristol (Gloucester and Bristol and Oxford Diocesan) -	69	627 3 8	1,087 8
	Cheltenham (Church of England) - - -	59	602 12 6	879 13
	Derby (Lichfield Diocesan) - - - -	41	543 10 10	777 8
	Durham (Diocesan) - - - - -	29	478 3 11	622 0
	Edinburgh (Scottish Episcopal) - - - -	20	323 8 0	305 19
	Gray's Inn Road (Home and Colonial School Society's) -	139	1,898 6 11	2,626 8
	Lincoln (Diocesan) - - - - - -	40	473 11 9	762 3
	Liverpool (Roman Catholic) - - - -	66	542 9 10	1,219 0
	Norwich (Diocesan) - - - - -	40	436 17 7	739 6
	Salisbury (Diocesan) - - - - -	51	595 3 4	919 15
	Stockwell (British and Foreign School Society's) -	102	670 7 4	1,507 17
	Truro (Exeter Diocesan) - - - -	25	226 15 8	480 18
	Warrington (Chester Diocesan) - - - -	98	846 2 10	1,713 13
	Whitelands (National Society's) - - -	105	1,412 5 11	1,722 4
	York and Ripon (Diocesan) - - - -	57	714 2 5	965 7
		1,044		
FOR BOTH MASTERS AND MISTRESSES.	Edinburgh (Church of Scotland) - - -	114	1,477 9 8	2,476 10
	Edinburgh (Free Church) - - - -	110	1,626 3 11	2,239 13
	Glasgow (Church of Scotland) - - -	106	1,401 5 6	2,252 2
	Glasgow (Free Church) - - - -	91	1,856 18 9	1,890 16
	Westminster (Wesleyan) - - - -	112	2,408 4 4	2,795 0
		533		

(No. 4.)

L was owing to TUITION, KEEP, and GENERAL EXPENSES, in 1868.

UNDER THREE HEADS, ATE.		AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE.									PER-CENTAGE OF TOTAL EXPENSE UNDER EACH OF THE THREE HEADS.		
nent lishment s, &c.	Total.	I.			II.			III.			Total.					
£. d.	£ s. d.	£ s. d.			£ s. d.			£ s. d.			£ s. d.			I.	II.	III.
5 2	1,187 5 5	18 10 11			21 0 10			1 7 1			40 18 10			45·30	51·39	3·31
6 1	4,644 14 5	17 8 1			31 3 7			10 4 3			58 15 11			29·60	53·03	17·37
3 4	3,639 6 0	16 3 11			24 16 7			12 9 11			53 10 5			30·26	46·39	23·35
6 4	1,423 2 7	25 14 0			30 3 11			11 17 5			67 15 4			37·93	44·56	17·51
7 1	1,249 6 0	26 7 10			26 10 8			9 10 10			62 9 4			42·25	42·48	15·27
3 0	5,431 12 11	17 18 8			32 6 10			10 15 1			61 0 7			29·38	53·00	17·62
4 7	3,378 4 2	21 2 4			24 13 0			7 17 1			53 12 5			39·38	45·97	14·65
4 3	1,110 7 5	53 12 7			25 9 2			6 6 6			85 8 3			62·79	29·81	7·40
2 3	2,569 5 11	22 12 0			26 9 9			13 11 3			62 13 0			36·07	42·28	21·65
1 10	2,191 15 5	23 15 3			37 0 6			12 5 5			73 1 2			32·53	50·68	16·79
1 9	1,530 4 1	24 6 10			25 12 11			8 17 4			59 17 1			41·36	43·58	15·06
5 6	2,336 6 5	15 13 4			32 9 0			11 15 9			59 18 1			26·15	54·17	19·68
8 9	1,993 15 10	18 7 10			38 5 10			12 1 4			68 15 0			26·75	55·70	17·55
9 2	3,242 12 8	27 19 0			29 9 8			8 14 10			66 3 6			42·24	44·55	13·21
3 9	1,560 8 4	16 8 6			30 12 4			6 15 4			53 16 2			30·53	56·90	12·57
6 9	2,205 0 9	18 9 1			29 5 9			7 7 8			55 2 6			33·48	53·13	13·39
	39,693 8 4							Average			59 13 9					
3 10	2,227 12 6	12 12 8			20 5 10			7 11 6			40 10 0			31·19	50·11	18·70
1 11	1,498 18 0	8 10 7			18 15 0			3 19 0			31 4 7			27·31	60·04	12·65
4 6	2,073 16 4	9 1 10			15 15 2			5 4 1			30 1 1			30·25	52·44	17·31
1 10	1,881 7 10	10 4 3			14 18 3			6 15 3			31 17 9			32·03	46·77	21·20
0 1	1,513 19 3	13 5 2			18 19 3			4 14 1			36 18 6			35·91	51·35	12·74
5 2	1,263 19 1	16 9 9			21 9 0			5 12 11			43 11 8			37·83	49·22	12·95
0 8	831 16 10	16 3 5			15 5 11			10 2 6			41 11 10			38·88	36·78	24·34
3 11	5,664 2 8	13 13 2			18 17 11			8 3 11			40 15 0			33·52	46·37	20·11
7 10	1,362 2 8	11 16 10			19 1 1			3 3 2			34 1 1			34·77	55·96	9·27
3 9	2,545 19 1	8 4 5			18 9 5			11 17 8			38 11 6			21·31	47·88	30·81
5 0	1,340 19 11	10 18 5			18 9 8			4 2 5			33 10 6			32·57	55·14	12·29
1 11	1,744 13 8	11 13 5			18 0 8			4 10 1			34 4 2			34·12	52·72	13·16
3 8	2,859 3 9	6 11 6			14 15 8			6 13 6			28 0 8			23·45	52·74	23·81
0 0	820 3 5	9 1 5			19 4 9			4 10 0			32 16 2			27·65	58·64	13·71
4	3,076 14 1	8 12 8			17 9 9			5 5 6			31 7 11			27·50	55·70	16·80
8	4,039 15 4	13 9 0			16 8 1			8 12 5			38 9 6			34·96	42·64	22·40
4	1,855 17 2	12 10 7			16 18 9			3 1 10			32 11 2			38·48	52·03	9·49
	36,601 1 7							Average			35 1 2					
8	4,491 2 0	12 19 3			21 14 6			4 14 2			39 7 11			32·90	55·15	11·95
5	4,115 5 0	14 15 7			20 7 3			2 5 4			37 8 2			39·51	54·43	6·06
4	3,907 14 6	13 4 5			21 4 11			2 7 11			36 17 3			35·87	57·64	6·49
3	4,134 4 2	20 8 1			20 15 7			4 4 11			45 8 7			44·92	45·74	9·34
4	6,456 10 8	21 10 1			24 19 1			11 3 9			57 12 11			37·31	43·29	19·40
	23,104 16 4							Average			43 7 0					

(No. 5.)

(A.)—Summary of Results of Examination of Candidates for Admission into Normal Schools, at Christmas 1868.

DENOMINATION.	MALES.									FEMALES.								
	Presented for Examination.			Passed.			Failed.			Presented for Examination.			Passed.			Failed.		
	Pupil-teachers.	Non-Pupil-teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.
Church of England -	208	104	312	77	170	247	30	35	65	419	135	554	212	266	478	40	36	76
Scottish Episcopal Church -	2	—	2	1	1	2	—	—	—	8	3	11	5	5	10	1	—	1
British, Wesleyan, and Undenominational.	99	51	150	46	63	109	16	25	41	94	48	142	37	81	118	12	12	24
Roman Catholic - -	18	8	26	6	12	18	3	5	8	35	4	39	18	18	36	2	1	3
Church of Scotland - -	56	16	72	17	34	51	12	9	21	36	26	62	32	24	56	—	6	6
Free Church (Scotland) -	30	23	53	9	21	30	8	15	23	39	63	102	50	4	90	1	11	12
Total - -	413	202	615	156	301	457	69	89	158	631	279	910	354	434	788	56	66	122

ENGLAND AND WALES.

Males.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bangor	11	5	4	2	—	—	19	3	13	3	—	—
Battersea	36	6	14	14	1	1	39	8	25	6	—	—
Borough Road	26	4	15	7	—	—	41	19	20	2	—	—
Carmarthen	12	1	4	6	1	—	5	1	2	1	—	1
Carnarvon	8	1	1	6	—	—	9	2	2	5	—	—
Chelsea	47	7	10	25	3	2	42	5	24	13	—	—
Cheltenham	25	7	10	8	—	—	34	7	16	11	—	—
Chester	3	—	—	3	—	—	9	—	5	4	—	—
Culham	11	2	2	7	—	—	14	2	7	5	—	—
Durham	17	2	8	6	—	1	13	—	9	4	—	—
Exeter	15	1	6	7	1	—	9	2	5	2	—	—
Hammersmith	6	—	1	5	—	—	21	1	14	6	—	—
Peterborough	14	—	6	7	1	—	13	1	7	5	—	—
Saltley	25	1	12	12	—	—	20	2	16	2	—	—
Westminster	28	3	15	10	—	—	31	17	13	1	—	—
Winchester	10	2	2	6	—	—	15	2	9	4	—	—
York	21	1	7	11	2	—	17	2	5	8	2	—
Total	315	43	117	142	9	4	351	74	192	82	2	1

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas 1868—*continued.*

FEMALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bishop Stortford -	26	9	13	4	—	—	27	—	8	15	1	3
Brighton - - -	20	2	11	7	—	—	23	—	8	15	—	—
Bristol - - -	35	9	20	6	—	—	29	—	9	19	1	—
Cheltenham - -	26	1	21	4	—	—	32	2	14	15	1	—
Derby - - -	21	9	9	3	—	—	19	—	7	12	—	—
Durham - - -	12	1	10	1	—	—	17	—	6	11	—	—
Home and Colonial -	65	35	25	5	—	—	73	10	43	19	1	—
Lincoln - - -	18	9	9	—	—	—	21	1	13	7	—	—
Liverpool - - -	35	13	22	—	—	—	30	3	16	11	—	—
Norwich - - -	20	13	3	4	—	—	20	—	12	8	—	—
Ripon - - -	35	7	20	8	—	—	22	—	8	13	—	1
Salisbury - - -	28	16	11	1	—	—	17	2	9	5	—	1
Stockwell - - -	50	32	18	—	—	—	52	3	25	22	2	—
Truro - - -	12	4	6	2	—	—	9	—	3	5	—	1
Warrington - -	45	5	25	15	—	—	46	1	19	21	2	3
Westminster - -	25	10	10	5	—	—	23	2	15	6	—	—
Whitelands - -	48	19	28	1	—	—	55	6	23	24	2	—
Total - -	521	194	261	66	—	—	515	30	238	228	10	9

SCOTLAND.

MALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	24	1	11	9	2	1	34	6	19	6	—	3
Edinburgh (Free Church) -	22	6	6	8	—	2	23	9	14	—	—	—
Glasgow (Church of Scotland) -	21	9	8	4	—	—	29	15	14	—	—	—
Glasgow (Free Church) - -	12	5	6	1	—	—	18	11	7	—	—	—
Total - -	79	21	31	22	2	3	104	41	54	6	—	3

FEMALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	26	16	8	1	—	1	28	4	18	6	—	—
Edinburgh (Episcopal Church) -	5	1	4	—	—	—	12	1	7	4	—	—
Edinburgh (Free Church) -	23	13	9	1	—	—	39	5	27	7	—	—
Glasgow (Church of Scotland) -	25	18	7	—	—	—	30	4	18	8	—	—
Glasgow (Free Church) - -	23	7	12	4	—	—	33	2	21	8	2	—
Total - -	102	55	40	6	—	1	142	16	91	33	2	—

(No. 6.)

Tabulated Results of Examination, Christmas 1868.

Per-centage of Candidates examined who obtained Marks of Excellent, Good, or Fair.

Male Students of the Second Year.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		Geography.		History.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	11	—	—	—	—	—	18·18	9·09	81·81	9·09	63·63	18·18	72·72	9·09	63·63	—	54·54
Battersea	36	69·44	30·55	13·88	55·55	2·77	8·33	13·88	55·55	25·00	44·44	33·33	58·33	11·11	69·44	11·43	37·14
Borough Road	26	—	—	—	—	7·69	26·92	3·84	38·46	3·84	61·53	7·69	92·30	—	61·53	—	46·15
Carmarthen	12	50·00	50·00	8·33	33·33	—	8·33	16·66	50·00	—	25·00	—	83·33	25·00	58·33	—	25·00
Carnarvon	8	25·00	62·50	—	62·50	—	25·00	12·50	50·00	12·50	25·00	12·50	37·50	—	50·00	—	12·50
Chelsea	47	48·94	48·94	19·15	42·55	4·26	17·02	10·64	44·68	14·89	25·53	25·53	68·09	8·51	63·83	21·28	27·66
Cheltenham	25	64·00	36·00	28·00	56·00	8·00	28·00	28·00	52·00	24·00	36·00	28·00	68·00	—	60·00	4·00	28·00
Chester	3	100·00	—	—	33·33	—	—	—	33·33	33·33	33·33	33·33	66·66	—	66·66	33·33	66·66
Culham	11	45·45	54·54	9·09	81·81	9·09	9·09	18·18	36·36	36·36	36·36	—	100·00	9·09	36·36	18·18	9·09
Durham	17	52·94	47·05	17·65	47·05	11·76	11·76	—	47·05	—	47·05	11·76	82·34	6·25	43·75	17·65	41·17
Edinburgh (Church of Scotland)	24	45·83	54·16	37·50	25·00	—	—	—	41·66	16·66	41·66	16·66	70·83	—	41·66	—	25·00
,, (Free Church)	22	59·09	40·90	81·81	18·18	—	4·54	4·54	54·55	4·54	54·55	9·09	90·90	—	59·09	4·54	40·90
Exeter	15	80·00	20·00	—	53·33	—	20·00	6·66	40·00	13·33	60·00	13·33	86·66	6·66	46·66	—	6·66
Glasgow (Church of Scotland)	21	71·43	28·56	85·71	14·28	9·52	4·76	4·76	76·19	19·04	47·61	4·76	80·95	4·76	33·33	—	23·80
,, (Free Church)	12	58·33	41·66	75·00	25·00	—	33·33	16·66	58·33	8·33	91·66	8·33	91·66	—	50·00	—	41·66
Hammersmith	6	—	—	—	—	—	16·66	16·66	33·33	—	66·66	—	83·33	—	66·66	—	50·00
Peterborough	14	78·56	21·43	7·14	50·00	7·14	7·14	—	50·00	—	30·77	7·69	61·53	—	57·14	—	35·72
Saltley	25	88·00	12·00	16·00	64·00	4·00	28·00	8·00	52·00	8·00	52·00	12·00	80·00	4·00	60·00	—	12·00
Westminster	28	—	—	—	—	3·57	3·57	3·57	46·43	14·29	60·71	14·29	82·14	—	28·57	—	25·00
Winchester	10	20·00	70·00	—	60·00	10·00	20·00	10·00	30·00	20·00	40·00	20·00	80·00	—	30·00	—	30·00
York	21	42·86	57·14	4·76	52·39	—	19·04	9·52	47·61	—	38·09	14·28	71·43	—	42·86	4·76	19·04
Average per-centage	—	58·81	39·73	23·76	45·54	3·70	14·74	9·19	48·54	12·53	46·74	13·84	76·60	4·02	51·88	5·48	31·31

Tabulated Results of Examination, Christmas 1868—*Male Students of the Second Year*—continued.

Normal School.	No. presented for Examination.	School Management.		Reading and Repetition.		Spelling.		Penmanship.		Euclid.		Economy.		Music.		Teaching.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	11	18·18	72·72	63·63	27·27	81·81	9·09	81·81	18·18	36·36	36·36	36·36	63·63	40·00	50·00	27·27	54·54
Battersea	36	5·55	77·77	27·77	47·22	83·33	13·88	25·00	69·44	19·44	27·77	38·88	47·22	22·22	19·44	13·88	55·55
Borough Road	26	50·00	50·00	23·08	76·92	92·30	7·69	73·07	26·92	7·69	26·92	11·53	57·69	61·53	15·38	38·46	61·53
Carmarthen	12	8·33	50·00	25·00	58·33	33·33	58·33	41·66	41·66	—	33·33	8·33	25·00	25·00	25·00	33·33	50·00
Carnarvon	8	—	50·00	25·00	75·00	62·50	37·50	25·00	50·00	—	12·50	—	62·50	25·00	37·50	50·00	50·00
Chelsea	47	6·38	74·47	29·79	55·32	91·49	6·38	44·68	51·06	8·51	23·40	14·89	34·04	12·77	6·38	29·79	53·19
Cheltenham	25	8·00	88·00	16·00	80·00	64·00	36·00	44·00	56·00	20·00	36·00	12·00	52·00	40·00	20·00	24·00	68·00
Chester	3	—	—	—	100·00	66·66	33·33	—	33·33	—	—	—	33·33	66·66	—	—	66·66
Culham	11	9·09	81·81	18·18	36·36	63·63	27·27	27·27	72·72	18·18	18·18	9·09	81·81	36·36	—	9·09	45·45
Durham	17	—	70·58	47·05	52·94	82·34	17·65	23·53	64·70	5·88	23·53	17·65	35·29	23·53	29·41	17·65	76·46
Edinburgh (Church of Scotland)	24	—	54·16	54·16	45·83	66·66	33·33	37·50	62·50	4·16	16·66	4·16	37·50	20·83	16·66	29·16	70·83
,, (Free Church)	22	27·27	59·09	95·45	4·54	95·45	4·54	63·63	36·36	9·09	18·18	22·73	54·55	25·00	5·00	81·81	18·18
Exeter	15	—	86·66	13·33	86·66	80·00	13·33	—	80·00	—	13·33	6·66	60·00	20·00	26·66	33·33	66·66
Glasgow (Church of Scotland)	21	—	57·14	85·71	14·28	71·43	28·56	61·90	38·09	28·56	33·33	4·76	61·90	83·33	16·66	95·24	4·76
,, (Free Church)	12	33·33	50·00	91·66	8·33	83·33	16·66	66·66	33·33	16·66	41·66	25·00	58·33	33·33	16·66	66·66	33·33
Hammersmith	6	50·00	33·33	66·66	33·33	83·33	16·66	33·33	50·00	—	—	16·66	50·00	16·66	—	50·00	50·00
Peterborough	14	7·14	92·85	21·43	50·00	61·53	30·77	28·57	64·28	14·29	42·85	21·43	71·42	21·43	14·29	21·43	57·14
Saltley	25	4·00	76·00	24·00	72·00	84·00	12·00	20·00	64·00	8·00	20·00	—	68·00	12·00	24·00	44·00	56·00
Westminster	28	35·71	50·00	57·14	42·85	85·71	14·29	89·28	7·14	3·57	25·00	7·14	57·14	35·71	14·29	42·85	50·00
Winchester	10	10·00	80·00	50·00	50·00	70·00	30·00	70·00	30·00	20·00	20·00	—	40·00	30·00	—	40·00	60·00
York	21	—	71·43	—	76·19	85·71	14·28	42·86	47·61	4·76	28·56	9·52	42·86	33·33	28·56	14·28	71·43
Average per-centage	—	12·99	63·14	39·76	52·06	75·64	21·97	42·84	47·49	10·72	23·69	12·70	52·10	32·60	17·42	36·29	53·31

Tabulated Results of Examination, Christmas 1868—*continued.*

MALE STUDENTS OF THE FIRST YEAR.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		Geography.		History.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	19	—	—	—	—	5·26	—	73·68	15·79	21·05	73·68	10·53	89·47	5·26	57·89	10·53	78·95
Battersea	39	12·82	48·72	15·38	79·48	—	5·13	82·04	17·95	28·21	61·53	30·77	69·23	17·95	51·28	13·15	84·20
Borough Road	41	—	—	—	—	4·88	21·95	73·17	19·51	31·71	53·66	36·58	53·66	75·60	21·95	7·32	80·48
Carmarthen	5	—	40·00	—	20·00	—	—	80·00	—	20·00	60·00	20·00	60·00	40·00	40·00	—	60·00
Carnarvon	9	11·11	—	—	55·55	11·11	—	55·55	33·33	11·11	55·55	11·11	55·55	—	44·44	—	33·33
Chelsea	42	2·38	35·71	9·52	73·81	2·38	14·29	76·19	21·42	30·95	54·76	33·33	57·14	30·95	47·62	9·52	69·05
Cheltenham	34	—	32·35	—	91·18	8·82	14·71	85·29	11·76	35·29	41·18	20·59	67·65	26·47	44·11	5·88	79·41
Chester	9	—	44·44	—	66·66	—	—	77·77	22·22	11·11	88·88	11·11	88·88	22·22	44·44	—	88·88
Culham	14	—	57·14	7·14	57·14	—	14·29	78·56	21·43	21·43	57·14	14·29	78·56	21·43	78·56	7·14	64·28
Durham	13	—	69·23	—	76·92	—	—	61·53	23·07	23·07	53·84	15·38	76·92	38·46	61·53	—	84·61
Edinburgh (Church of Scotland)	34	47·06	47·06	64·70	26·47	2·94	5·88	64·70	20·59	41·18	44·11	8·82	85·29	14·71	47·06	—	47·06
„ (Free Church)	23	56·52	43·48	100·00	—	8·70	—	82·61	17·39	78·26	17·39	30·43	65·22	26·09	65·22	8·70	78·26
Exeter	9	—	55·55	33·33	55·55	—	11·11	55·55	33·33	11·11	88·88	44·44	55·55	22·22	33·33	22·22	44·44
Glasgow (Church of Scotland)	29	62·06	37·93	96·55	3·45	—	—	96·55	3·45	68·97	31·03	31·03	65·51	37·93	48·28	6·90	75·86
„ (Free Church)	18	66·66	33·33	88·22	11·76	—	11·11	94·44	5·55	38·88	55·55	16·66	77·77	44·44	55·55	11·11	88·88
Hammersmith	21	—	—	—	—	9·52	9·52	28·56	61·90	9·52	57·14	14·28	66·66	9·52	57·14	—	66·66
Peterborough	13	—	38·46	—	76·92	—	—	46·15	46·15	—	38·46	7·69	92·30	7·69	46·15	—	84·61
Saltley	20	—	50·00	10·00	80·00	—	10·00	85·00	10·00	20·00	55·00	10·00	85·00	25·00	65·00	20·00	70·00
Westminster	31	—	—	—	—	3·23	19·35	83·87	16·12	22·58	61·29	19·35	77·42	54·84	45·16	9·68	80·64
Winchester	15	6·66	26·66	—	100·00	—	13·33	66·66	33·33	13·33	80·00	26·66	66·66	13·33	60·00	—	60·00
York	17	—	47·05	5·88	47·05	—	—	41·17	47·05	—	29·41	5·88	76·46	11·76	35·29	5·88	47·05
Average per-centage	—	15·60	41·59	25·33	54·23	2·70	7·17	70·90	22·92	25·60	55·16	19·94	71·94	25·99	50·00	6·57	69·84

Tabulated Results of Examination, Christmas 1868—*Male Students of the First Year*—continued.

Normal School.	No. presented for Examination.	School Management.		Reading and Repetition.		Spelling.		Penmanship.		Euclid.		Economy.		Music.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	19	21·05	68·42	10·53	68·42	78·95	21·05	26·31	68·42	15·79	73·68	21·05	78·95	42·10	42·10
Battersea	39	38·46	46·15	20·52	58·97	87·17	12·82	28·21	48·72	12·82	53·85	20·52	46·15	42·10	47·36
Borough Road	41	39·02	58·53	31·71	68·29	90·24	9·76	78·05	21·95	21·95	51·22	19·51	29·27	36·58	43·90
Carmarthen	5	20·00	60·00	20·00	80·00	100·00	—	—	80·00	20·00	40·00	—	40·00	—	20·00
Carnarvon	9	—	66·66	33·33	66·66	66·66	33·33	11·11	33·33	—	33·33	22·22	22·22	33·33	66·66
Chelsea	42	16·66	66·66	23·81	50·00	85·71	14·29	19·04	50·00	7·14	33·33	14·29	38·00	33·33	40·48
Cheltenham	34	38·24	47·06	14·71	61·76	82·35	17·65	26·47	55·88	32·35	35·29	17·65	26·47	47·06	38·24
Chester	9	—	66·66	11·11	66·66	66·66	33·33	—	77·77	—	66·66	22·22	33·33	28·57	57·14
Culham	14	35·72	57·14	7·14	42·85	92·85	7·14	42·85	35·72	28·57	21·43	14·29	7·14	64·28	35·72
Durham	13	30·77	46·15	7·69	76·92	92·30	7·69	7·69	61·53	15·38	61·53	30·77	23·07	38·46	46·15
Edinburgh (Church of Scotland)	34	29·41	47·06	41·18	58·82	76·47	23·53	35·29	64·70	5·88	50·00	5·88	5·88	8·82	32·35
„ (Free Church)	23	73·92	26·09	73·92	26·09	78·26	21·74	56·52	43·48	17·39	56·52	21·74	52·17	17·39	60·87
Exeter	9	22·22	44·44	33·33	66·66	88·88	11·11	11·11	55·55	11·11	44·44	22·22	44·44	33·33	55·55
Glasgow (Church of Scotland)	29	27·57	72·41	96·55	3·45	93·10	6·90	51·72	48·28	31·03	48·28	10·34	48·28	55·17	34·48
„ (Free Church)	18	50·00	50·00	66·66	33·33	88·88	11·11	61·11	38·88	16·66	55·55	38·88	44·44	21·43	50·00
Hammersmith	21	38·09	57·14	23·80	61·90	80·95	19·04	52·39	38·09	23·80	38·09	—	23·80	9·52	33·33
Peterborough	13	23·07	61·53	—	84·61	92·30	7·69	15·38	84·61	7·69	53·84	—	23·07	38·46	53·84
Saltley	20	15·00	60·60	40·00	60·00	95·00	5·00	20·00	50·00	10·00	60·00	35·00	35·00	40·00	40·00
Westminster	31	41·94	58·06	41·94	51·62	70·97	29·03	74·19	25·80	—	67·74	29·03	38·71	35·48	35·48
Winchester	15	13·33	73·33	46·66	53·33	93·33	6·66	6·66	73·33	13·33	40·00	6·66	40·00	26·66	66·66
York	17	23·53	47·05	5·88	76·46	70·58	29·41	—	47·05	5·88	29·41	11·76	5·88	29·41	52·94
Average per-centage	—	28·47	56·21	30·97	57·94	84·36	15·63	29·71	52·52	14·13	48·29	17·33	33·63	32·45	45·39

Tabulated Results of Examination, Christmas 1868—*continued.*

FEMALE STUDENTS OF THE SECOND YEAR.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		Geography.		History.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	26	80·77	19·23	7·69	80·77	80·77	11·53	42·31	50·00	3·84	76·92	—	88·46	46·15	53·85	23·08	69·23
Brighton	20	10·00	90·00	5·00	75·00	50·00	35·00	30·00	50·00	—	90·00	—	50·00	50·00	45·00	15·00	75·00
Bristol	35	28·57	51·43	8·57	88·57	45·72	40·00	31·43	42·85	8·57	77·14	2·86	85·71	60·00	40·00	—	65·71
Cheltenham	26	15·38	84·61	11·53	80·77	84·61	11·53	19·23	50·00	3·84	92·30	11·53	80·77	38·46	53·85	—	73·07
Derby	21	14·28	47·61	14·28	57·14	85·71	9·52	61·90	23·80	4·76	66·66	19·04	61·90	23·80	57·14	14·28	57·14
Durham	12	33·33	66·66	8·33	91·66	16·66	58·33	25·00	41·66	41·66	58·33	—	75·00	58·33	41·66	8·33	83·33
Edinburgh (Church of Scotland)	26	50·00	46·15	42·31	53·85	57·69	19·23	42·31	38·46	19·23	73·07	19·23	73·07	73·07	26·92	11.53	76·92
„ (Episcopal Church)	5	60·00	40·00	20·00	80·00	60·00	—	—	60·00	20·00	80·00	20·00	40·00	100·00	—	20·00	80·00
„ (Free Church)	23	39·13	60·87	56·52	39·13	26·09	34·78	39·13	39·13	4·35	65·22	13·04	82·61	73·92	26·09	—	73·92
Glasgow (Church of Scotland)	25	8·00	92·00	40·00	56·00	48·00	20·00	24·00	60·00	8·00	76·00	4·00	76·00	72·00	28·00	4·00	76·00
„ (Free Church)	23	8·70	73·92	47·83	43·48	39·13	34·78	17·39	39·13	4·35	43·48	4·35	73·92	39·13	52·17	—	82·61
Home and Colonial	65	24·61	67·69	24·61	70·76	70·76	27·69	47·69	27·69	7·69	84·61	36·92	63·07	58·46	38·46	12·30	75·38
Lincoln	18	11·11	88·88	16·66	72·22	50·00	27·77	44·44	27·77	11·11	83·33	38·88	61·11	50·00	50·00	11·11	72·22
Liverpool	35	—	—	—	—	74·28	20·00	60·00	25·71	20·00	74·28	8·57	77·14	82·86	17·15	45·72	54·29
Norwich	20	40·00	60·00	5·00	85·00	35·00	40·00	15·00	35·00	—	80·00	20·00	65·00	10·00	75·00	—	85·00
Ripon	35	25·71	57·14	5·71	68·57	42·85	34·29	48·57	37·14	—	65·71	5·71	82·86	77·14	22·86	14·29	68·57
Salisbury	28	28·57	64·29	25·00	75·00	50·00	39·28	17·85	46·43	17·85	75·00	14·29	82·14	85·71	14·29	42·85	57·14
Stockwell	50	—	—	—	—	42·00	40·00	34·00	48·00	16·00	80·00	10·00	84·00	78·00	22·00	16·00	68·00
Truro	12	25·00	75·00	25·00	75·00	33·33	33·33	16·66	25·00	25·00	66·66	41·66	58·33	91·66	8·33	25·00	58·33
Warrington	45	40·00	60·00	20·00	80·00	42·22	26·66	20·00	35·55	—	68·88	8·88	77·77	71·11	28·88	13·33	73·33
Westminster	25	—	—	—	—	60·00	32·00	52·00	32·00	16·00	84·00	8·00	72·00	64·00	36·00	4·00	60·00
Whitelands	48	68·75	31·25	25·00	72·92	60·42	27·08	31·25	47·92	2·08	58·33	14·58	77·08	72·92	25·00	10·42	75·00
Average per-centage	—	32·20	61·93	21·52	70·83	52·51	28·30	32·73	40·14	10·65	73·63	13·70	72·17	62·57	34·66	13·23	70·91

Tabulated Results of Examination, Christmas 1868—*Female Students of the Second Year*—continued.

Normal School.	No. presented for Examination.	School Management.		Reading and Repetition.		Spelling.		Penmanship.		Needlework.		Domestic Economy.		Music.		Teaching.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	26	19·23	53·85	84·61	15·38	46·15	46·15	19·23	46·15	80·77	11·53	92·30	7·69	19·23	57·69	65·38	19·23
Brighton	20	—	55·00	50·00	40·00	70·00	30·00	5·00	50·00	85·00	10·00	55·00	45·00	5·26	15·79	45·00	50·00
Bristol	35	22·86	51·43	40·00	40·00	68·57	31·43	11·43	57·14	74·28	25·71	85·71	14·29	9·68	64·52	57·14	37·14
Cheltenham	26	—	57·69	50·00	30·77	65·38	34·61	15·38	50·00	34·61	57·69	69·23	30·77	3·84	69·23	50·00	34·61
Derby	21	19·04	71·43	42·86	42·86	57·14	38·09	33·33	47·61	57·14	38·09	66·66	33·33	19·04	66·66	76·19	14·28
Durham	12	—	58·33	41·66	50·00	58·33	41·66	8·33	83·33	66·66	33·33	58·33	41·66	8·33	33·33	50·00	50·00
Edinburgh (Church of Scotland)	26	38·46	50·00	80·77	19·23	69·23	30·77	57·69	42·31	61·53	38·46	42·31	57·69	16·00	44·00	46·15	53·85
„ (Episcopal Church)	5	—	40·00	100·00	—	60·00	40·00	—	—	60·00	20·00	80·00	20·00	20·00	80·00	100·00	—
„ (Free Church)	23	52·17	43·48	100·00	—	56·52	43·48	30·43	65·22	52·17	47·83	56·52	43·48	—	13·04	91·30	8·70
Glasgow (Church of Scotland)	25	32·00	64·00	100·00	—	60·00	36·00	64·00	36·00	76·00	24·00	88·00	12·00	32·00	40·00	100·00	—
„ (Free Church)	23	26·09	52·17	86·96	13·04	82·61	17·39	26·09	73·92	82·61	17·39	69·57	30·43	5·88	23·53	65·22	34·78
Home and Colonial	65	20·00	56·92	66·15	24·61	78·46	21·53	36·92	44·61	86·15	13·84	84·61	15·38	20·00	50·76	63·07	26·15
Lincoln	18	38·88	55·55	77·77	16·66	55·55	44·44	22·22	66·66	100·00	—	72·22	27·77	11·11	55·55	44·44	44·44
Liverpool	35	8·57	91·42	62·86	37·14	51·43	48·57	—	100·00	88·57	11·43	65·71	34·29	8·00	56·00	48·57	51·43
Norwich	20	20·00	70·00	75·00	15·00	40·00	60·00	10·00	70·00	90·00	10·00	75·00	25·00	—	70·00	60·00	30·00
Ripon	35	14·29	68·57	37·14	40·00	60·00	40·00	25·71	65·71	28·57	51·43	65·71	34·29	8·57	68·57	60·00	34·29
Salisbury	28	32·14	50·00	53·57	46·43	57·14	42·85	35·71	53·57	100·00	—	85·71	14·29	25·00	57·14	50·00	39·28
Stockwell	50	58·00	38·00	64·00	34·00	54·00	46·00	68·00	32·00	92·00	8·00	82·00	18·00	22·00	64·00	46·00	54·00
Truro	12	58·33	33·33	58·33	41·66	66·66	33·33	8·33	50·00	100·00	—	58·33	41·66	16·66	33·33	75·00	16·66
Warrington	45	2·22	42·22	44·44	44·44	57·77	42·22	11·11	57·77	71·11	28·88	77·77	22·22	6·82	52·27	37·77	40·00
Westminster	25	44·00	48·00	40·00	60·00	56·00	44·00	76·00	24·00	64·00	32·00	64·00	36·00	8·00	64·00	44·00	48·00
Whitelands	48	18·75	60·42	66·66	29·17	64·58	35·42	22·92	47·92	89·58	10·42	75·00	25·00	10·42	58·33	39·58	47·92
Average per-centage	—	23·86	55·08	64·67	29·10	60·70	38·54	26·71	52·90	74·57	22·27	71·34	28·64	12·53	51·71	59·76	33·39

Tabulated Results of Examination, Christmas 1868—*continued.*

FEMALE STUDENTS OF THE FIRST YEAR.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		Geography.		History.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	27	14·81	81·48	3·70	22·22	51·85	25·93	25·93	29·63	—	29·63	3·70	14·81	3·70	22·22	—	33·33
Brighton	23	8·70	91·30	4·35	34·78	13·04	52·17	39·13	47·83	—	26·09	—	30·43	4·35	21·74	—	30·43
Bristol	29	6·90	86·21	6·90	48·28	44·83	27·59	27·59	37·93	—	24·14	—	24·14	—	27·59	3·45	13·79
Cheltenham	32	15·62	81·25	—	40·62	37·50	46·88	31·25	34·37	—	28·13	—	34·37	—	21·88	3·12	18·75
Derby	19	—	100·00	15·79	36·84	68·42	31·58	42·10	42·10	—	15·79	—	26·31	—	10·53	—	31·58
Durham	17	5·88	76·46	—	23·53	17·65	29·41	29·41	29·41	—	17·65	—	17·65	—	17·65	—	5·88
Edinburgh (Church of Scotland)	28	35·71	64·29	42·85	46·43	53·57	21·43	25·00	60·71	—	17·85	7·14	17·85	—	25·00	3·57	3·57
„ (Episcopal Church)	12	16·66	75·00	8·33	25·00	33·33	33·33	41·66	50·00	—	58·33	—	50·00	—	33·33	8·33	25·00
„ (Free Church)	39	23·07	76·92	74·35	25·64	38·46	23·07	38·46	48·72	—	53·85	—	43·59	—	15·38	—	10·25
Glasgow (Church of Scotland)	30	13·33	86·66	50·00	43·33	53·33	26·66	33·33	43·33	—	26·66	—	36·66	—	20·00	—	6·66
„ (Free Church)	33	9·09	75·75	54·54	42·42	46·88	34·37	21·21	48·48	—	15·15	—	45·45	—	42·42	—	9·09
Home and Colonial	73	23·21	73·97	21·91	41·09	52·05	31·50	38·35	47·94	1·36	42·46	2·73	43·83	—	31·50	—	24·65
Lincoln	21	4·76	90·47	9·52	47·61	9·52	47·61	33·33	52·39	—	38·09	—	52·39	—	23·80	—	14·28
Liverpool	30	—	—	—	—	33·33	43·33	20·00	50·00	—	20·00	—	66·66	23·33	63·33	13·33	53·33
Norwich	20	25·00	65·00	35·00	50·00	20·00	35·00	15·00	55·00	—	20·00	—	60·00	—	20·00	—	35·00
Ripon	22	9·09	77·27	—	31·82	27·27	36·36	18·18	50·00	—	18·18	—	36·36	—	22·73	—	9·09
Salisbury	17	5·88	82·34	11·76	47·05	41·17	23·53	23·53	52·94	—	23·53	5·88	17·65	5·88	29·41	—	35·29
Stockwell	52	—	—	—	—	25·49	35·30	28·85	48·08	1·92	11·54	—	38·46	—	38·46	1·92	32·69
Truro	9	—	88·88	—	44·44	44·44	22·22	11·11	77·77	—	33·33	—	22·22	—	—	—	—
Warrington	46	8·70	80·43	6·52	39·13	34·78	34·78	28·27	45·65	—	36·95	—	17·39	—	34·78	2·17	43·48
Westminster	23	—	—	—	—	47·83	39·13	47·83	47·83	—	30·43	—	43·48	—	30·43	—	4·35
Whitelands	55	34·54	63·63	12·72	47·27	32·72	34·54	36·36	41·81	—	21·81	—	32·72	7·27	41·81	—	27·27
Average per-centage	—	13·73	79·85	18·85	38·81	37·61	33·44	29·81	47·36	·14	27·70	·88	35·11	2·02	26·99	1·63	21·26

Tabulated Results of Examination, Christmas 1868—*Female Students of the First Year*—continued.

Normal School.	No. presented for Examination.	School Management.		Reading and Repetition.		Spelling.		Penmanship.		Needlework.		Domestic Economy.		Music.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	27	11·11	62·96	55·55	22·22	44·44	14·81	14·81	55·55	25·93	59·26	44·44	48·15	14·81	44·44
Brighton	23	—	60·87	56·52	30·43	56·52	30·43	13·04	69·57	34·78	65·22	17·39	56·52	—	43·48
Bristol	29	10·34	75·86	31·03	44·83	62·06	34·48	20·69	58·62	27·59	58·62	62·06	34·48	8·70	30·43
Cheltenham	32	21·88	68·75	37·50	37·50	59·38	25·00	25·00	62·50	28·13	59·38	56·25	37·50	12·50	50·00
Derby	19	—	78·95	26·31	42·10	36·84	21·05	15·79	47·37	52·63	36·84	68·42	21·05	15·79	57·89
Durham	17	17·65	70·58	17·65	64·70	76·46	23·53	17·65	82·34	23·53	64·70	52·94	35·29	5·88	76·46
Edinburgh (Church of Scotland)	28	57·14	35·71	67·85	32·14	75·00	17·85	35·71	64·29	32·14	35·71	21·43	64·29	16·66	50·00
„ (Episcopal Church)	12	—	75·00	91·66	8·33	66·66	25·00	—	41·66	25·00	66·66	50·00	50·00	25·00	58·33
„ (Free Church)	39	56·41	38·46	97·43	2·56	64·10	20·52	15·38	82·04	30·77	43·59	43·59	53·85	5·13	48·72
Glasgow (Church of Scotland)	30	36·66	56·66	100·00	—	53·33	30·00	30·00	66·66	43·33	46·66	33·33	60·00	17·85	46·43
„ (Free Church)	33	63·63	33·33	78·78	15·15	60·60	30·30	33·33	60·60	39·39	45·45	39·39	60·60	22·73	45·45
Home and Colonial	73	28·76	67·12	47·94	30·13	75·34	17·80	36·98	58·90	71·23	27·39	32·87	58·90	15·06	52·05
Lincoln	21	23·80	71·43	42·86	42·86	47·61	23·80	23·80	76·19	71·43	28·56	42·86	57·14	9·52	61·90
Liverpool	30	3·33	96·66	43·33	50·00	73·33	10·00	10·00	90·00	50·00	46·66	90·00	10·00	7·69	69·23
Norwich	20	30·00	70·00	35·00	30·00	50·00	40·00	55·00	30·00	35·00	50·00	45·00	55·00	5·00	25·00
Ripon	22	4·54	81·81	36·36	40·90	72·72	18·18	18·18	40·90	22·73	45·45	36·36	54·55	13·63	45·45
Salisbury	17	11·76	88·22	41·17	47·05	64·70	29·41	52·94	47·05	88·22	11·76	47·05	52·94	—	64·70
Stockwell	52	28·85	57·69	55·77	44·23	57·69	26·92	53·85	38·46	25·00	50·00	55·77	44·23	30·76	40·38
Truro	9	—	88·88	66·66	22·22	88·88	11·11	—	33·33	55·55	33·33	44·44	44·44	11·11	44·44
Warrington	46	10·87	69·57	28·27	45·65	52·17	32·61	23·91	54·35	37·77	33·33	34·78	47·83	4·34	52·17
Westminster	23	73·92	26·09	56·52	43·48	43·48	30·43	60·87	39·13	69·57	30·43	26·09	65·22	—	13·04
Whitelands	55	12·72	80·00	45·45	32·72	76·36	14·54	14·54	76·36	56·36	38·18	52·72	45·45	7·27	50·90
Average per-centage	—	22·88	66·11	52·70	33·14	61·71	23·98	25·97	57·99	43·00	44·41	45·32	48·06	11·33	48·67

REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* REV. B. MORGAN COWIE, B.D., *on the* CHURCH OF ENGLAND NORMAL SCHOOLS *for* SCHOOLMASTERS *visited by him, and explanation of the reason why it is so limited.*

MY LORDS, April 6.

Inspection of these colleges stopped by other employment.

THE business of the Royal Commission of Enquiry into primary education in Ireland has occupied all my time during that part of the year which is usually devoted to the inspection of the Church of England Training schools for masters.

Special cases.

The examination of the students, so far as it required personal visit to the training schools, was provided for by your Lordships, and did not depend on me. I have visited only four training schools; Chester, Carnarvon, Carmarthen, and Peterborough; as there were special circumstances connected with each case which made this desirable.

Chester.

Chester received no new students for training at the end of 1868, and the future of this college is now under consideration.

Carnarvon.

In Carnarvon there was a very serious subject of discussion between the committee and the Bishops of Bangor and St. Asaph; as the issue of that discussion is not yet known, it will be well perhaps that I say as yet nothing more about it than what is already stated. This was the special reason which made my visit to Carnarvon necessary.

Carmarthen.

At Carmarthen there was a new principal, the Rev. W. Biddick.

Peterborough.

At Peterborough the district had passed into the hands of my colleague the Rev. C. Sewell, whom I had not before met at the college, and therefore it was desirable I should meet him at his first inspection and examination.

From no other college was any special report of inspection received by me except from Culham.

General Report deferred.

As therefore a general report on these Church of England training schools for masters cannot be made, I received the Vice-President's sanction for deferring it till I have seen them all; and I hope that, when I am relieved from the Royal Commission on Irish education, which has wholly occupied my time and labour to this date, I shall be able to resume my usual work, and enter fully into the training question, which is certainly at present passing through a very important and critical phase.

I have the honour to be, &c.

B. M. COWIE.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the year* 1868, *by Her Majesty's Inspector, the* Rev. CANON TINLING, *on the* CHURCH OF ENGLAND NORMAL SCHOOLS FOR SCHOOLMISTRESSES.

MY LORDS, March 1869.

DURING the year 1868 very few changes have taken place either in the officers of the different Normal Schools for Mistresses, or in the mode of conducting the teaching and training of the students.

The syllabus of work remains the same.

The following table gives the number of students in residence on 1st March 1869, and on 1st March 1868. Students in residence 1869 and 1868.

TABLE I.

Names of Normal Schools.	Number of Students sanctioned in each Normal School.	Number of Students actually present on March 1, 1868.				Number of Students actually present on March 1, 1869.			
		2nd Year.	1st Year.	Pre-paratory Pupils.	Total.	2nd Year.	1st Year.	Pre-paratory Pupils.	Total.
Bishops Stortford -	57	27	30	—	57	27	30	—	57
Brighton - - -	46	22	24	—	46	22	21	—	43
Bristol and Gloucester	80	37	29	3	69	29	39	—	68
Cheltenham - - -	59	26	33	—	59	32	27	—	59
Derby - - - -	42	21	21	—	42	19	22	—	41
Durham - - -	46	12	17	—	29	17	17	—	34
Home and Colonial -	140	65	75	—	140	59	83*	—	142
Lincoln - - - -	40	18	22	—	40	19	21	—	40
Norwich - - -	40	21	19	—	40	19	21	—	40
Ripon - - - -	60	35	22	1	58	22	33	1	56
Salisbury - - -	67	28	19	4	51	17	32	—	49
Truro - - - -	30	12	9	4	25	9	10	2	21
Warrington - - -	100	46	47	4	97	46	53	2	101
Whitelands - - -	107	51	56	—	107	54	52	—	106
Total -	914	421	423	16	860	391	461	5	857

The following is the summary of results of the examination of candidates for admission into normal schools during the past four years.

---

* Mem.—"Two of these students are supernumeraries, who passed the examination at Christmas 1868, and who attend the classes; they reside in one of the non-governmental houses."—*Letter of Rev. J. J. Evans.*

TABLE II.

A.D.	Presented for Examination.			Passed.			Failed.		
	Pupil-Teachers.	Not Pupil-Teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-Teachers.	Not Pupil-Teachers.	Total.
1865	569	68	637	237	292	529	78	30	108
1866	556	75	631	198	298	496	106	29	135
1867	414	99	513	139	289	428	52	33	85
1868	419	135	554	212	266	478	40	36	76

The above table No. 2 shows an increase of 50 successful candidates at Christmas 1868 over the number who passed in 1867.

Table No. 1 shows an increase of 38 admissions and 2 first-year students over those admitted January 1867.

Eight additional students were in residence on March 1, 1869, whilst the preparatory pupils were diminished by 11.

The vacancies in the normal schools have thus been reduced from 70 to 62. For the future there does not appear to be cause for anxiety respecting the supply of female candidates for admission, for the number of non-pupil-teachers is steadily on the increase, and the table No. 3 will show the number of apprenticed pupil-teachers at Christmas 1867 and 1868 throughout England, Wales, and Scotland.

TABLE III.

——	Apprenticed Pupil-Teachers at Christmas 1867.	Apprenticed Pupil-Teachers at Christmas 1868.
England and Wales - -	5,732	6,341
Scotland - - -	704	962
Total - -	6,436	7,303

Christmas examination of students.

Another year's experience has confirmed my previous conviction that the subjects of examination for the students at the end of year one and two are altogether within the power and capacity of the governesses and students, and that to diminish the extent of these examinations would tend in an equal proportion to lessen the efficiency of these young persons as teachers.

Health of students.

The health of the students is not, as a rule, in any way impaired by the present routine of study and practical

teaching: I am assured by the medical practitioners in the different normal schools that, except in a very few cases, the health of the students is positively improved during each year of their residence.

Benefit of second year's training.

It is not merely my own opinion, but the opinion of almost every officer in each institution, that the second year's training is of the greatest importance in giving stability and power to the character of the students, and in enabling them to deepen in some degree that knowledge which it is essential for them to possess as teachers in our elementary schools. I am desirous of recording this opinion at this time, as I gather from your Lordships' report of last year that it is possible that additional grants may be made for "infants under 40 in number, when "the inspector reports that they are taught by a certificated "or probationary teacher, in a separate room, properly fur- "nished for their instruction, and confined to children "under 7 years of age;" and as the number of students likely to leave for infants' schools after one year's training may increase under the above suggestion made by your Lordships, it would seem essential to guard against any withdrawal of the requirement of two years' training for mistresses of girls' or mixed schools.

Training for one year sanctioned for infant school teachers.

At the present time the Home and Colonial is the only normal school which is practically "recognized by the "Committee of Council as providing a course of training "for one year according to Art. 99 (*b*)." The "recognition" was given to Derby in former years, but only two students from that normal school have been presented for examination under Art. 99 (*b*) during the last four years.

The authorities of the Home and Colonial Society generally present year by year from 20 to 22 students under Art. 99 (*b*). One great principle of this institution being to train mistresses for infant schools.

The following is an extract from the "admission paper" of the "Home and Colonial Society:"—

"Pupil-teachers who pass the Government examination are received for two years for girls' or mixed schools, or one year to be trained for infant schools; they are educated and provided with board, lodging, washing, and medical attendance. (*Note.*)—Two years is the only recognized period of training except for those who wish to take infant schools, and candidates who wish to be trained for that period are required to pledge themselves to remain.* * In deciding between a one or two years' training, candidates should take into consideration that two year students are trained to manage infant schools the same as those entered for one year, and as they pass through a more complete course of study, and are therefore more thoroughly trained for their work, they command the best schools, whether as teachers of infant schools or for older children. Likewise they have the choice at a future time of exchanging from an infant school to a girls' school, an option not granted to those trained for infant schools."

Mode of selecting candidates for one year's training.

It is a gain to the immediate progress of education in our elementary schools that year by year a chosen body of young teachers should be prepared by one year's training for infants' schools; provided that the selection be made either from such students who, from home or other circumstances could not be trained for a longer period, or from those whose early training in infant schools and general aptitude for teaching, give special promise of fitness for a teacher; but it seems to me essential that there should be some valid reason for this limited period of training; and that care should be taken that these students should not be selected from the less intelligent and less able girls under training, who falling low in practical teaching, and being weak in attainments, are weeded out (so to speak) by the authorities at the expiration of the first year as eligible for infants' schools.

To secure a proper selection of such students, a special list of the names of such young persons should (in my opinion) be forwarded to your Lordships not later than the 25th day of March in each year; and I venture to bring to your Lordships' notice the following extract from the Home and Colonial School Society's admission paper (which I have already referred to) respecting infant school teachers who have been trained for two years; "they have the "choice at a future time of exchanging from an infant "school to a girls' or mixed school, *an option not granted* "*to those trained for infant schools*," *i.e.* to those trained for one year only under Art. 99 *b*.

During the past year two cases were brought to my special notice of mistresses trained only for one year to undertake infant schools, but who passed rapidly to the charge of mixed schools, and who failed altogether of success.

In one or two of the normal schools the committees that I have had the pleasure of meeting have expressed an opinion respecting what was considered by them a hardship; viz., the being unable, without pecuniary loss, to fill up any vacancies which may exist in their colleges with preparatory pupils who have either failed to pass the admission examination, or whose age is under 18 years.

Examination for admission.

I ventured to suggest that the pecuniary loss was not great, and that your Lordships have placed no positive restriction against such admissions. But at the same time I am certain that the more the subject is considered, the greater must the gain of the admission examination appear; as it affords a proof that each young person at the age of 18 years has exhibited some decision of character, and some amount of willingness and power to devote herself to study

and to self-improvement, which is the only fair ground of hope we can have for her future success and for her continuance in the profession.

Within the last few months I have over-looked a large number of papers worked by the candidates for admission, many of which were so imperfect that they afford a very clear proof of the necessity of such an examination, if the education in our normal schools is to be maintained in any degree above the level of our elementary schools. Many of the candidates, judging by their papers, appear to be quite unfit for a normal school, at least until they shall show some desire to educate themselves by being able to write a fair hand, and to spell with some amount of accuracy; and it is worthy of grave consideration whether it is not more advantageous for these young persons that they should prepare themselves in the elementary schools of the neighbourhood where they reside, for the admission examination into the normal schools under the watchful supervision of their parochial clergyman, and the instruction which they may be able to obtain from the elementary schoolmistress, rather than be encouraged to seek to be admitted to a class of preparatory pupils within the Normal school whilst their attainments are scarcely superior to those of a first-class national school girl of 13 years of age.

Numbers who passed examination at Christmas 1868.

The list of candidates at the Christmas examination of 1868 shows that the admission by examination in no way debars a very large body of young persons from entering our normal schools; 554 candidates presented themselves for examination, of whom 135 had not been apprenticed as pupil-teachers, and of this latter number 100 passed successfully.

The class list of students in normal schools examined for certificates at Christmas last, shows a decided falling off in the attainments of those examined at the end of the first year in comparison with the year 1867; and this corroborates the statement made in many of the normal schools by the lecturers and governesses, that the students now admitted have not been so well instructed as those admitted in former years.

I ventured last year in my report to state "that many of "our female apprentices require more careful and more "sound teaching during their apprenticeship," and I fear that the same statement is again required.

I have the honour, &c.

E. Douglas Tinling.

To the Right Honourable
The Lords of the Committee of Council on Education.

Special Reports.

BISHOPS STORTFORD.

Visited 15th July, &c., with Rev. C. J. Robinson.

No change has taken place in the officers of this normal school.

The teaching and training throughout have been careful and successful. A good account is given of the students.

The number present is 55; 26 in their second year, and 29 in their first year.

Practising schools satisfactory. 51 girls and 93 infants present.

The committee consisted of R. Hanbury, T. A. Houblon, and T. Pelly, Esqrs.; Revds. T. L. Bayliff, and A. Blunt (chaplain).

The medical report is appended.

Dear Sir, Bishops Stortford, 20th July 1868.

The health of the students of the Hockerill training college for the last six months is rather above than below the average.

We have had no serious illness, with the exception of a student named Pleasance, who entered upon a second-class certificate of health, became unequal to the work, and was advised to give up altogether.

Another, Gooding, from pectoral symptoms was greatly relieved by change of air and *rest*, and has since resumed her studies.

Bazeley is in a very weak condition, and I have some fears about her.

From the above statement I am induced to believe that the *work* done here is in no way detrimental to health. In some cases, and not a few, I believe the students leave in better health than on admission.

Believe me, &c.

(Signed) Renf. Thos. Scarr,
Surgeon, &c.

BRIGHTON.

Visited 9th July, with Rev. R. L. Koe.

The only change during the past year amongst the officers of this institution is in the practising schools. Miss H. Man undertakes to act as mistress of method and teacher of school management.

The number of students in residence:—21 of the second year; 23 of the first year; and 2 private pupils who are preparing for admission at Christmas (rate of payment 20*l.* per annum). Total, 46.

The buildings are satisfactory, and the whole teaching throughout is carefully attended to.

The following members of the committee were present:—The Earl of Chichester, Ven. Archdeaon Garbet, Captain Timmins, Rev. W. H. Fitz-Hugh (treasurer), Rev. E. Barlow, and Rev. H. Wyatt (chaplain).

I append the medical report.

During the past year but little has occurred to call for any special medical report. The health of the students has been, on the whole, very good, and indeed no illness has occurred beyond those of the simplest character.

I must make an exception in the case of Julia Hicks, whose health failed in March last, and who went home by my recommendation, as from the state of her lungs I did not consider her able to continue her duties.

F. A. Humphry, F.R.C.S.,
13th July 1868. Medical Officer, Brighton Training College.

BRISTOL.

Visited 18th May, with Rev. Rice Byrne.

Miss Spencer has been appointed matron and head governess in the place of Miss Manly. No other change has taken place among the officers of the institution.

The buildings are complete in themselves, and in good order and repair.

The number of students in residence:—36 in the second year, 30 in the first year, and 3 preparing for the admission at Christmas.

Of these three preparatory students the Principal remarks:—"One "of them is an ex-pupil-teacher who has completed her apprenticeship, "and of the other two, one has been a nursery governess and the other "was apprenticed as a pupil-teacher, but the indentures were cancelled "by the agreement of all parties. . . . . .

"We are ready to admit such preparatory students at any time during "the year if we have vacancies. All applicants who have sufficient "elementary knowledge and produce proper certificates of health and "character are admissible. They are admitted with a view to pass the "admission examination in December next. They come for three, six, "or nine months, as they wish. They pay at the rate of 24*l.* a year, "and are instructed with the other students.

"Occasionally an acting teacher may be admitted for one, two, or "more months to get a better idea of method and school management. "She would pay at the same rate—24*l.* a year, and would be chiefly an "observer in the practising schools."

The number of children present in the practising schools was 58 in girls' school, and 77 in infants' school.

The infants' school is very satisfactory.

The girls' school requires great care to make it worthy of its position as a practising school for the college.

The committee consisted of Ven. Archdeacon of Bristol; T. O. Stevens and W. Tanner, Esqrs.; Rev. Canons Browne and Coney, Rev. David Cooper, Rev. J. H. Butterworth (treasurer), Rev. W. Smith, Principal.

Medical report appended.

SIR, The College, Fishponds, 18th May 1868.

AT Christmas last Mr. Waddell, the medical officer of this institution, being unable, in consequence of illness and infirmity, to perform his duties, requested me (with the consent of the principal) to act as his substitute. Since that time I have had sole medical charge of the students.

It is my painful duty to report the death of one of the students, Mary Jane Catch, from typhoid fever, evidently contracted at her home in Taunton during the vacation.

The fever commenced a few days after her return, ran its course once to convalescence, and then relapsing, proved fatal. Diligent attention was paid to the purification of everything likely to hold infection, but I regret to say that after an interval of two months a second case has occurred, which is now under treatment, and progressing favourably.

With the exception of these cases of fever, I can report well of the general health of the students. The disorders I have been called upon to remedy have been chiefly such as arise from derangements of digestion, and this I am inclined to think is accounted for by the short time allowed for meals. It is of the utmost importance (specially to those who are using their brains much) that food should be masticated thoroughly, and that a short period of quiet should be indulged in after

a meal. The opportunity for this scarcely occurs with present routine of the house. Before the commencement of another term I shall call the attention of the principal to this subject.

I am, &c.

EDWARD CROSSMAN,
Acting Medical Officer.

To the Rev. Canon Tinling, Her Majesty's
Inspector of Schools.

CHELTENHAM.

Visited 8th September, &c., with Rev. Rice Byrne.

The present house will only be occupied for a short period; new buildings are being erected. The officers continue the same as in 1867, and the work of the college is carried on with energy and care.

The number of students in residence, 55; of whom 23 are in their second year and 32 in their first year.

The practising schools will probably be changed when the new buildings are occupied.

The committee consisted of Revs. Dr. Walker, V. French, G. P. Griffiths, G. W. Chamberlain; Baron de Ferriers; W. C. Bernard, Fenton Hort, Esq., and General McCausland, C.B.

The report as to health is appended.

DEAR SIR, Lakefield, 22nd September 1868.

I AM happy to inform you that the health of the students of St. Mary's Hall has been very good during the past year.

I am, &c.

The Rev. Canon Tinling. WM. CROFTON.

DERBY.

Visited 29th June, &c., with Rev. J. Blandford.

No change has taken place in the officers of this institution.

Buildings good; attention should be given to a portion of the lower part of the house, where marks of dampness have appeared.

The governesses work with energy and zeal, and the conduct of the students is well reported of.

Numbers present, 21 of the first year and 21 of the second year students.

Practising schools satisfactory; 92 girls and 99 infants present.

The committee consisted of Sir Oswald Moseley, Bart., J. T. Morley, Samuel Evans, James Heygate, Esq., Rev. Canon Latham, Rev. F. Anson, and W. F. Wilkinson.

Medical report appended.

REV. SIR, Derby, 1st July 1868.

IT affords me great pleasure to be able to give you a most satisfactory report of the health of the students of the Derby Diocesan Training College for governesses.

The number of invalids during the last six months has been very small, and the cases of a mild character. The course of study through which the students have to pass, though a severe one, does not appear to interfere materially with their physical health. Very few of them have been compelled by sickness to abstain from work, even temporarily, and the greater portion of them have improved in health since they entered the institution.

This satisfactory state of the health of the inmates of the college I attribute in a great measure to the excellent management of the institution generally, and to the judicious care bestowed upon the ventilation and cleanliness of the living rooms and dormitories, combined with a good system of diet and strict attention to out-door exercise.

I am, &c.

AUG. G. GREAVES,
Surgeon.

The Rev. Canon Tinling.

DURHAM.

Visited 24th September, with Rev. C. King.

During the past year the number of students in residence has diminished. The chief reason was stated by me in 1867, viz., that a Normal school had been opened for mistresses in Edinburgh. I am also assured that the number of pupil-teachers in the diocese at this time is very small.

Miss Henderson, trained in the college, has been appointed head governess, and Miss Godson, from the Home and Colonial, second governess.

Miss C. Haugh and Miss S. J. Sutton were appointed at Christmas 1867 to be teachers of the girls' and infants' school.

"The Principal, Rev. W. H. Walter, reports that applications from 11 "private pupils who wished to enter a preparatory class have been "declined during the past 12 months in consequence of the Minute "which deducts 35*l.* for every such student from the sum on which the "college claims 75 per cent."

The practising schools were satisfactory; present, girls' school, 62; infants', 106.

The students are well reported of, and the work throughout is carefully attended to.

The committee who were present included the Very Rev. the Dean, Venerable Archdeacon Prest, R. Burdon and John Shields, Esqrs., and Rev. H. Tristan.

The medical report is appended.

To Her Majesty's Inspector of Female Training Colleges.

26th September 1868.

I certify that the students at the Durham Female Training College have been well in health during the past year, with the exception of Mary Ann Watson, Mary Brotherton, Isabella Wood, and Elizabeth Ditchburn, who have been ailing more or less. I do not, however, consider that they have suffered from their work, and so I trust they will do well. I do not think it necessary to say anything more; I shall be most happy to enter more particularly into the cases if required.

I have, &c.

WILLIAM STOKES.

The Rev. Canon Tinling.

HOME AND COLONIAL.

Visited with the Rev. M. Mitchell on 1st June, &c., and on 23rd Nov., &c.

The following changes have been made during the past year in the officers of this institution:—Rev. W. Gedge, junior chaplain, left 18th May, 1868; Mr. Joseph Hassell, formerly assistant training master, has succeeded Mr. Tegetmeier as teacher of natural history and domestic economy; Miss Howell has been appointed as teacher of needlework.

The buildings remain the same as in 1867. Great care and attention are paid to the teaching power throughout this institution, and no labour or money is spared in obtaining efficiency in this department. I should be glad to see the suggestion made by me in 1866 and 1867 carried out with regard to additional supervision by some educated lady.

The number of students in residence was 65 completing the second year, and 75 in their first year; total, 140.

The practising schools and model schools are very large; 638 children present on 22nd June.

The committee whom we had the pleasure of meeting contained S. Reynolds, J. Martin, R. Wood, — Forbes, F. H. Evans, — Cooper, Esq., and Rev. J. J. Evans, chaplain.

I append the medical report of the health of the students.

The health of the students during the year has been uniformly good. This may be traced—

First, to care in selecting for examination for Queen's scholarships those who are strong and in good health, and have not any hereditary tendency to disease, so far as this can be ascertained.

Secondly, to the excellent dietary and domestic management of the students, and the salutary discipline to which they are subjected, by which causes of disease are guarded against.

Thirdly, to the prompt attention paid to every slight indisposition at its commencement, so as not to suffer it to proceed to serious illness.

The year has been remarkably free from epidemics of all kinds. There were about half a dozen cases of varicella (chicken) pock. They were scarcely attended with any sickness, with one exception, the case of Margaret Rosier, in whom the disease appeared in the very unusual form of *confluent* varicella, so strongly marked that it was difficult to convince those who saw her that it was not a case of confluent small pox. She recovered without an untoward sympton.

The case of T. S. Saville, of weakness in the legs, approaching to paralysis. She is now in the hospital at Winchester, and she reports favourably of her progress towards recovery.

J. Pidduck, M.D.,
Physician to the Schools.

22, Montague Street, W.C.,
8th June, 1868.

LINCOLN.

Visited on 2nd November, &c., with Rev. C. J. Sewell.

No change in the officers of the college during the past year.

It is intended to build four additional dormitories, and to form a new pantry and larder. The alteration is most desirable.

This institution maintains its high character, and the work throughout is earnest and vigorous.

The number of students present:—18 in the second year and 21 in the first year of residence.

The children present in the practising schools were 70 in upper mixed school and 45 in the infant department.

The committee consisted of the Lord Bishop of the diocese, Venerable Archdeacon Trollope, Rev. F. B. Blenkim, R. Garfit, C. Neville, J. N. Barrett, and W. Moss and T. Pecken, Esqrs.

Medical report appended.

Lincoln, 3rd November 1868.

The health of the students at the training school has during the past twelve months been unusually good. The summer and autumn were

marked by a great amount of illness in Lincoln and district, but the inmates of the college remained free from any endemic or epidemic disease. The chief illness we have had to contend with has been neuralgia. The students of the present year are on the whole more robust and healthy than on any former occasion.

SEPTS. LOWE,
Medical Officer.

NORWICH.

Visited 26th October, &c., with Rev. F. Meyrick.

Miss Sparke left at Christmas 1867, and Miss Davies at Midsummer 1868. They have been succeeded by two governesses trained at Lincoln, Miss Harmer and Miss Elwell.

The buildings are arranged as carefully as the space will allow. Two of the governesses and one domestic servant sleep in rooms which are hired in the opposite house.

There is an earnest work for good done in this institution.

The numbers present: 21 in their second year, and 19 in their first year of residence. Total, 40.

Practising schools contain 93 girls and 138 infants.

The committee consisted of Rev. Canon Heaviside, Venerable Archdeacon Hopper, Rev. E. Gurdon, Wm. Ormsby, and C. Davis (chaplain).

The medical report is appended.

REV. AND DEAR SIR, Norwich, October 28th, 1868.

THE general health of the students at the diocesan training institution during the past year has been very good. There has been no more than the usual amount of ailments that would occur in so large a family.

Individually and collectively they always appear to me cheerful, contented, and healthy; nor have I had any reason to believe that health has been prejudiced by their occupations.

I regret that my present illness has prevented me personally waiting upon you to answer any special inquiries that might have occurred to you during your visit.

Believe me, &c.
WILLIAM H. DAY.

Rev. — Tinling.

RIPON.

Visited 2nd September, with Rev. G. French and Rev. H. A. Pickard.

The following changes have taken place in this institution since our last visit in 1867:—The third governess, Miss M. H. Yates, has succeeded Miss M. Wall; and Miss M. Atkinson, formerly a student in the college, has been appointed to take charge of the infant school.

The number of students in residence included 35 in the second year, 22 in the first year, two students preparing for admission, and one school teacher who is permitted to enter for two months, payment at the rate of 30*l.* per annum.

The chaplain reports: "Of the three pupils who were not admitted "under Art. 107, two are preparing themselves for the examination "for admission in December, and are receiving the whole of their "instruction in the practising schools from the mistresses of those "schools. Their expenses are paid by their friends. The other pupil "is the mistress of an infants' school, and she is come for the space of "two months to see the working of the infants' school."

Practising schools very satisfactory. Report of the conduct and behaviour of students very good.

The committee who were present consisted of the Lord Bishop of Ripon; Basil T. Wood, Esq., M.P.; Rev. Canon Randolf; Rev. Canon Hedley; Rev. B. D. Owen; Alfred Harris, Esq.; Samuel Wise, Esq.

The report of the medical attendant on the health of the students is appended.

Park Street, Ripon, 29th September 1868.

Since September 28th of last year there has not been in the training college a single case of infectious disease; and during the last six months the cases of sickness have been few, and none so severe as to require removal to the sick ward.

The health of the students during the six preceding months was not so satisfactory, and three of them were removed to the sick ward, but were able to resume their studies after they recovered.

ROBERT M. BOWMAN, Surgeon.

SALISBURY.

Visited on 8th June, &c.

There has been no change in the officers of this institution during the past year.

The work throughout is done with great care and energy; the account given of the students is very satisfactory.

The practising schools are good; 98 girls and 132 infants present.

The number of students in residence, 28 in the second year, 17 in the first year, 2 private pupils, and 4 preparing to enter at Christmas 1868.

Of these private and preparatory students the chaplain states,—

"In regard to the instruction of the above-named students they join the first class in many branches of study; but receive special instruction in arithmetic, &c., suited to the case of each. Those whose periods of training are brief receive facilities to qualify themselves for practical work in teaching in the practising department.

"Private pupils connected with the dioceses of Salisbury and Winchester are taken at the beginning of any quarter, at the rate of 25*l.* a year; 22*l.* for the whole year [January to December]."

The committee present included the Lord Bishop of the Diocese, Rev. Canon Lear, Rev. Prebendaries Morris, Renand, and Eyre, and — Eyre, Esq.

I append the medical report.

MY DEAR SIR, Salisbury, 11th June 1868.

I HAVE the pleasure to report that the general health of the students has been good during the past half year.

One of the students, Emily Sanders, who is at present in the infirmary suffering from neuralgia and anæmia, is in delicate health; but I think that the holidays will restore her strength and enable her to follow her studies as usual. Mary Jane Alone also suffered in a similar way; she had six weeks' leave of absence and returned to the school in good health.

I am, &c.

H.M. Inspector Tinling. G. R. TATUM.

TRURO.

Visited 8th October, &c.

The chaplain, Rev. J. P. Murray, has resigned during the past year; the other officers in the institution remain the same.

The number of students in residence was much below the number for whom accommodation is provided. Total present, 21; of whom 12 are second year students, and 9 are in their first year; there were also 5 preparatory pupils, of whom Mr. Murray states—

"The preparatory class consists of young women preparing for the admission examination at Christmas. They must be members of the Church of England, and able to pass a preliminary examination of a very simple character, so that should they fail to pass the examination for admission they may hope to qualify themselves to take village schools where certificated teachers are not required. They can be admitted for any length of time, and at any time, by prepayment of 5*l.* quarterly, or 10*s.* weekly" &c., &c.

The senior governess, Miss Wilkinson, is indefatigable in her work, but the addition of a preparatory class of pupils whose attainments are not deemed sufficient for a future certificate, must be a drawback to the success of the student.

The practising schools are *not* well attended. Total present at my visit, 51 in mixed school, 51 in infant school; total 102. Great care is needed to make these schools worthy of their position as practising schools for the college.

Direct and active clerical superintendence would be of great service to these schools.

The committee who met me consisted of Dr. Barham, Rev. H. S. Slight, J. R. Cornish, R. Vautier, H. Bullock, E. Carus Wilson, Esq., and C. Daubeny, Esq.

I append the report of the medical attendent respecting the health of the students.

Truro, 6th October 1868.

The amount of sickness at the "Truro Training Institution" from October 1867 to the present time has not been very considerable, nor of a severe character; during this period there has been no fever nor any form of epidemic disorder.

The sickness has consisted principally of casual cases of catarrh, indigestion, and neuralgia, and has been limited to a comparatively small number of students.

Three of the cases (2 catarrh, 1 neuralgia) have been somewhat persistent, and another [Phœbe Beard] was so often ailing and incapable of doing her work, that she was placed at Christmas in the third or lowest class standard of health; she has since left the college.

Alex. Paull.

WARRINGTON.

Visited 14th June, with Rev. C. F. Johnstone.

There have been no changes in the officers of this institution since our visit in 1867.

Great sanitary improvements have been made in the buildings, and with much success.

The account of the students is very good. Number in residence, 46 end of second year, and 47 in the first year; also 4 pupils preparing for the admission examination at Christmas 1868. [Rate of payment 25*l.* per annum.]

There is a very earnest steady work for good going on in this institution.

The committee present:—The Very Rev. the Dean of Chester, Ven. Archdeacon Durnford, Rev. F. G. Hopwood, — Cross, Esq., M.P.

I append the report of the health of the students.

June 1868.

The health of the pupils during the past year has been generally good. There has been no epidemic disorder of any kind; the only cases of serious nature were of pulmonary consumption, which declared itself last autumn in two of the pupils, and which terminated fatally after their removal from the institution.

CHAS. WHITE.

WHITELANDS.

Visited 25th May, &c., and 16th Nov., &c., with Rev. J. G. C. Fussell.

The lecturers and governesses remain without any change since our inspection in 1867.

Rev. H. Baber, and Rev. T. Woolledge have both resumed their duties. The general report of the institution is highly satisfactory. Buildings in good repair.

Present in the practising schools 427 children. The number of students 105, of whom 56 are in the first year of residence, and 49 in the second year.

In 1867 I recommended that "an additional governess should be " provided," "in an institution of more than 100 students." I feel that such assistance would be of real benefit to the students, if after mature consideration the council of Whitelands should see fit to adopt the recommendation.

The industrial work is continued without any change.

Each student pays an admission fee of 5*l*., and provides her own books.

The committee whom we met consisted of Rev. R. Burgees, A. G. W. Blunt, H. Howarth, — Stevens, Esq., and the chaplain, Rev. H. Baber.

The medical report is appended.

Monmouth, 18th Nov., 1868.

In reply to the request in the preceding page, I have to report that the health of the students at Whitelands has been on the whole of quite a satisfactory character. A few instances of failure have, as in other parts, occurred, but in almost all, if not in all of these cases, the previous medical examination had indicated the possibility of such an occurrence.

ROBERT ELLIS.

REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, J. D. MORELL, Esq., LL.D., *on the* NORMAL SCHOOLS *of the* BRITISH AND FOREIGN SCHOOL SOCIETY *in the* BOROUGH ROAD *for* SCHOOLMASTERS, *and at* STOCKWELL *for* SCHOOLMISTRESSES.

MY LORDS,

IN pursuance of my instructions, dated last July, I visited the British and Foreign Normal Schools situated respectively in the Borough Road and Stockwell, during the week commencing Monday, November 2, 1868. I was assisted in this inspection by my colleague, Mr. Brodie, to whose report on the former I shall have subsequently to refer.

BOROUGH ROAD.

Officers of the institution.

Since this year commenced the Borough Road Institution has lost the services of *two* of its principal officers, namely, Mr. Wilks and Mr. Saunders. Mr. Wilks, in addition to his occupying an important place in the management of the college, held also the general secretaryship of the British and Foreign School Society, and greatly aided its operations, as well by his minute personal knowledge of British schools and British teachers throughout the country, as also by his thorough acquaintance with all the details of national education so far as they have been hitherto developed.

Mr. Saunders held the post of resident superintendent, and had been for many years remarkable for the kind and genial, though firm and efficient control which he exercised over the students as domestic head of the household. It is satisfactory to me to add that the services of neither are wholly lost to the institution, but that the one in the east, the other in the west of England is still occupied in furthering the interests of education on the broad religious basis of the British and Foreign School Society.

The duties which devolved upon both of the above-named officers have now been placed in the hands of Mr. Alfred Bourne, a graduate of the London University, who, by the zeal with which he has applied his mind to the multifarious work of his office, approves himself already to be a worthy successor of those whose places he now occupies.

The regular course of instruction remains, as before, in the hands respectively of Mr. Curtis, the principal, Mr. Smith, the vice-principal, and Mr. Barkby, the resident tutor. So frequent a testimony has been borne in past years to the ability and zeal with which these all perform the

several duties devolving upon them that I need only add, at present, that their exertions for the sound instruction of their students continues unabated and quite as effective as ever.

Results of Christmas examinations.

The best test of the efficiency of the teaching regularly carried on in the institution is to be looked for in the results of the ordinary Christmas examinations. These results have been, for the most part, highly satisfactory for several years past. Those of the last December examination have not yet been tabulated (January 7th, 1869), but I may mention one significant fact, that the examiner in returning the last year's papers on Geography has appended a note to the effect that those of the Borough Road are amongst the very best examination papers which it ever fell to his lot to revise.

Reading and recitation.

A principal portion of our present duty in connexion with the annual inspection of training schools is to hear all the students, both of the first and second year, read and recite from memory, and to hear all the latter give a model lesson on some subject previously selected and arranged. This duty in the case of the Borough Road devolved last November on Mr. Brodie, who has furnished me with the following record of his impressions in regard to the manner in which these respective exercises were performed :—

"My few remarks," he writes, "are confined to the results of training as disclosed by the reading and recitation of the students and in the lessons given by them. Of the former, viz., the reading and recitation, I can honestly speak with great satisfaction. The reading struck me as decidedly good throughout; of some few students strikingly good. The pieces chosen for recitation were well selected from good English poets, and were of considerable variety. They were for the most part very well known, and effectively but simply recited. It is very much to be desired that these students, whose minds have now been to some extent furnished with beautiful images and choice expressions, should keep up and add to the store of knowledge acquired, and take pains to inculcate the seeds of poetry into the minds of their future pupils and pupil-teachers. It is lamentable to think how much and how soon they sometimes forget what they have learnt of English poetry while students. The lessons given were of every variety of subject, and generally well arranged, often admirably illustrated. The classes of boys, drawn from the model school, to whom they were addressed, were kept in good order, and their attention well sustained. The criticism lesson, though a fair performance, least satisfied me of all that I heard. The criticism, however, on the lesson afterwards was lively and practical. I believe the students chose by lot who should give the lesson, and some of them doubtless could have done better than the one selected."

Practical teaching.

The proper training of students for the work of elementary teaching must necessarily combine a large amount of systematic practice in the model schools, as well as regular theoretical instruction in the principles and methods of education. The latter is communicated in regular lectures on Pædagogic by the principal. With regard to the practice in the model

school the following report has been handed in to me by Mr. Langton, the head master :—

The following arrangements are adapted here, so that the students may spend a due proportion of their time in the practising schoools, and also to secure adequate superintendence of the students when teaching, and a record of their progress.

1. Students from the Training College enter the practising schools by divisions, and remain a fortnight. These divisions are so arranged as to ensure to the first year students two fortnights of school work every year, and to the second year students one fortnight. The students of the second year, however, are sometimes called upon to take the place of masters of local schools for short periods, and time spent in this manner exempts them from the practising schools for an equal period.

2. Immediately on entering the schools, each student is placed with a section of scholars, and assists the pupil-teacher of that section in all the various portions of his work. In this way the students give collective lessons in the galleries, teach in the drafts and desks, help to make up the registers, and superintend, in turn, the school changes and manual exercises. In all these proceedings they are under the direct inspection of the head master.

3. Each junior student, during his stay in the practising schools, is required to prepare full notes of several collective lessons, and to give those lessons under the observation of the head master.

4. Notes are taken of the attendance, conduct, and of the governing and teaching power of the students, as shown by them while in the practising schools, and from these notes a report concerning each student is drawn up by the head master, and entered into a book which is prepared and kept for that purpose.

5. At the commencement of every year, several specimen lessons are given before the new students by the head master of the practising schools, at which the principal of the College is always present. These lessons are intended to exhibit the most approved methods of teaching.

6. On Tuesday and Friday afternoons, each student in turn gives a collective lesson in presence of the students and the principal of the College. The students afterwards criticise these lessons in the theatre of the College, before the Principal, who afterwards delivers a lecture on school management to the students.

7. On Wednesday mornings, six of the second year students give collective lessons in the practising schools under the observation of the Principal, who takes notes during the progress of the lessons, as to the merits and faults exhibited by the teachers, and gives suitable instructions at the close of the exercise.

J. Langton, M.A.,
Head Master of Practising Schools,
British and Foreign School Society.

This process of practical work, under careful revision, supplemented by criticism lessons in the College seems to combine as valuable a method of furnishing technical school instruction to the students as their limited period of training can very well admit of. None who have passed through it with any care and intelligence can at any rate be ignorant either of the fundamental principles of teaching or of the general details of the proper management of an elementary school.

Health. The health of the students has been unusually satisfactory during the past year. The following is the report of the ordinary medical attendant.

40, Newington Causeway, S.E.,
October 31st, 1868.

I HAVE to certify that the health conditions of the students of the Normal College, Borough Road, have from the commencement of the season until now been somewhat better than usual, and that I have not had to attend any case that I consider severe.

(Signed) WILLIAM RENDLE,
Surgeon.

Buildings. No change has been made in the buildings since the last report. I went over the whole of them with the resident superintendent, and everything in regard to order, cleanliness, and ventilation appeared quite unexceptionable. The situation is low, and there are always certain inconveniences in the basement arising from it which are quite unavoidable; but there is nothing, I believe, now materially to affect the health or comfort of the inmates.

The College continues to deserve the reputation for efficiency which it has long enjoyed, and which, it is to be hoped, it will maintain for many years to come.

STOCKWELL.

Officers. This Institution, in common with that of the Borough Road, has also lost the services of Mr. Wilks, to whose exertions its first origination and successful completion were mainly due. He is succeeded in the principalship by Mr. A. Bourne, who divides his labours (as Mr. Wilkes did before him) between this institution and the Borough Road. As the present staff of teachers now in residence at Stockwell have been for some years past accustomed to the whole routine of training, and have carried it on with marked success, the periodical visits and the general superintendence of the principal are deemed quite sufficient to meet all the requirements of the case. The work goes on therefore precisely as it did under Mr. Wilkes' régime.

Buildings. In point of accommodation, and of everything that may be summed up under the term *physical requisites*, the Stockwell institution is much superior to the Borough Road. The latter has grown up from comparatively small beginnings, and received additions and extensions as the oft recurring necessities of the case demanded. The former was erected only a few years back with all the advantages accruing from the experiences of the past. In point of light, air, ventilation, heating, cleanliness, neatness, and general accommodation for all the possible contingencies

of a large domicile adapted to the residence of above one hundred inmates, nothing appears to be wanting; and the whole establishment may be reported to be in perfect order in regard to the superintendence and general management.

The health of the students, during the past year, has been very satisfactory. The following is the report which has been handed in to me by the medical officer. Health.

SIR, 14, Stockwell Common, October 31st, 1868.

I beg leave to inform you that the health of the students at the Stockwell Training College during the last twelve months has been excellent, none but cases of ordinary indisposition having required my attendance.

Yours obediently,
L. WEAVER,
Medical Officer of the College.

During my visit I attended one of the regular lectures given by each of the teachers. The subjects were thoughtfully handed, and the attention of the students well kept up by questioning throughout. The best and surest manner by which I can bear testimony to the efficiency of the teaching is by making reference to the last certificate list of the Christmas examination. Of 53 students then examined for the second year's certificate, 27 stood in the first division, 26 in the second, and *none* either in the third or fourth. And of 50 students examined for the first year's certificate, 12 were classified in the first division, 25 in the second, 13 in the third, and none in the fourth. Teaching.

These results (particularly as regards the second year's students, in the case of whom the full effect of the system of training is more particularly shown,) speak more decisively than any personal testimony based on a few days' observation could do, as to the assiduity and efficiency of the teachers in the work to which they are devoted.

With regard to the arrangements made for the instruction of the students in the practical work of teaching; these consist (as at the Borough Road), in lectures given in the college by the mistress of method, in criticism lessons, and in regular attendance of the students by rotation in the two model schools. School practice.

The following report as to the mode of proceeding in this respect has been handed to me by Miss Steele.

ARRANGEMENTS for the TEACHING of SCHOOL METHOD.

Theory.—There are at present in the college 50 students of the second year and 52 of the first.

To each of these divisions one lecture per week is given on methods of teaching and managing. The students take notes of the lecture, and

afterwards reproduce the substance of it, fairly written out for inspection; the exercise receives from the mistress of method certain marks, according to its accuracy and merit; any gross error is corrected, and the correction entered by the student.

Criticising Lessons.—Both the first and the second year students are subdivided into classes of 25 (or 26). Two students (in the first year), or three (in the second), in turn, give gallery lessons to a class of children from the practising schools, the rest of the class silently criticising and noting their opinions. After the children are dismissed, the mistress calls upon two or three of the students for their criticisms, comparing them with her own, and sums up the character of the lesson.

The notes prepared for these lessons are very carefully examined before the lesson is given, except in the case of the second year students, whose notes are generally not commented on until afterwards, experience showing that they are able to write very fair sketches on commencing their course.

Conversation.—Some time, averaging one hour per week to each class of 25, is spent in a debate or conversational lesson; the subject suggested by some incident in the criticism lesson, some remark in the criticisms, a point in the student's own experience, or a question propounded in the Government examination papers. By this means an attempt is made to benefit the students by the exchange of thought and experience, and the weighing the comparative merits of different plans of management or teaching.

Work in Practising Schools.—Twelve (or 13) students in rotation are drafted for a week into the practising schools. Each student spends nine weeks (one week = 24 hours), in the schools during her two years' residence. Of this time, about two-thirds are given to the girls, and one-third to the infant school. Should any second year student leave temporarily to supply a school, she does not take her next turn in the practising school.

The students' work in these schools is appointed, supervised, and commented on by the mistress of the school (girls' or infants', as the case may be), who also enters in a report book the estimate she forms of each student's teaching and governing power.

The mistress of the infant school has also furnished me with the following report of the plan followed by her in training the students in the special work of infant instruction.

Five students per week are sent into this school for practice from the college.

Second year students for four consecutive weeks (a different set of five each week), followed by first year students for the same time and in the same order.

Each student is appointed by the mistress to a particular section in the school, of which section she has the charge for the *whole* week. The teaching capability, power of control, and manner, of each student are registered in a book kept for the purpose.

Students are in school each morning from 9 till 12, except Monday (10–12), and every afternoon from 2 till 4 o'clock.

Gallery lessons are given by the students and criticised by the teacher, who also gives lessons before the students, some of which they report.

SPECIMEN PAGE of REPORT BOOK.

Name.	Date. Nov. 2nd to 16th.	Discipline.	Conduct.	Teaching Power and Manner.	Estimate.
Miss Brooks	Ill - -	Very fair -	Good -	This teacher fails in discipline, otherwise her power of imparting instruction and teaching is very fair.	Fair.
Miss Green -	- - -	Good -	Good -	An excellent disciplinarian; teaching power good; manner very pleasant and agreeable; methods good and inductive.	Good.

The judgment to be affixed to the individual reading, recitation, and teaching of the students at Stockwell fell chiefly to my lot, as that of the Borough Road did to Mr. Brodie. Reading, recitation, and teaching.

Of course in a large number of students, exceeding 100, coming, too, from all parts of the country, and brought up under almost every variety of dialectical variation, there must necessarily be a very considerable difference in pronunciation, elocution, and mode of expression; but with a few tolerably well-marked exceptions, the provincialisms have been softened down, and the elocution rendered generally accurate, and in some cases refined. The average mark for reading and recitation stands, I think, fully as high as it has done in former years, and the teaching of the second year students has exhibited fully as much vivacity, arrangement, and tact. The only point I would wish to see amended is the development of somewhat more individuality in the method and matter of teaching. This, however, arises somewhat naturally from the identity of the circumstances under which the lessons are composed, and will in all probability soon correct itself when the college is exchanged for the varied experiences of the school.

In conclusion, I may express my gratification in finding this female department of the British and Foreign training school system in so flourishing a condition and so well answering the purpose for which it was designed.

I have the honour to be, &c.

J. D. MORELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, D. R. FEARON, Esq., *on the* NORMAL SCHOOL *for* SCHOOLMASTERS *at* BANGOR.

MY LORDS, Chester, March 1869.

Bangor normal school.

I HAVE the honour to report that I visited the normal school for training schoolmasters in connexion with the British and Foreign School Society, at Bangor in North Wales, during the week commencing 21st September 1868.

Buildings and premises.

The condition of the buildings and premises of this normal school continues to be satisfactory. The buildings are in good and substantial repair, well kept, clean, and well ventilated. There are, however, one or two damp places in the walls, and particularly one in the southern wall of the larger lecture room, which require some attention. I understand that the committee of management are taking steps to remedy this defect.

The buildings are capable of accommodating 41 resident students.

Number of students in residence, and their standing.

At the date of my visit there were 31 students on the books of the normal school, viz., 19 juniors and 12 seniors. Of these I found 29 in residence, one junior student, John H. Jones, being absent on account of a surgical operation which he had undergone during the summer vacation, and one senior student, J. D. Hill, being absent on account of ill health. The junior student subsequently returned and passed the Christmas examination; the senior student did not return in the course of 1868. The number of students is, it will be seen, increased by five since my last report. Of the 19 first year students, 10 had been pupil-teachers, the remaining 9 had not. Of the 12 second year students, 5 had been pupil-teachers, and 7 had not. Thus of the total number (31) of students, 15 had been pupil-teachers, and 16 had not.

The following tables furnish additional particulars respecting these students:—

Table I.—Second Year Students.

List of second year students.

Name.	Class at 2nd Year's Examination.	Class at 1st Year's Examination.	Class at Admission.	Whether a Pupil-teacher.	Came from.	Religious Denomination.	Whether speaking Welsh (only), or English (only), or both Languages from Childhood.
1. Evans, D.	1	1	1	No.	Trefach, Carmarthen.	Baptist	Welsh.
2. Evans, E.	2	3	2	No.	Llanon, Cardigan.	Calv. Methodist	Do.
3. Griffiths, B.	1	2	2	Yes.	Swansea	Independent	Do.
4. Hill, J. D.	abs.	2	2	No.	Towyn	Church of England	English.
5. Howell, W. G.	2	3	2	No.	Dinas Cross, Pembroke.	Baptist	Welsh.
6. Hughes, H.	3	2	2	No.	Tregarth, Bangor.	Calv. Methodist	Do.
7. Jones, R.	2	1	1	Yes.	Bethesda, Carnarvon.	Do.	Do.
8. Lewis, J.	1	1	2	Yes.	Newtown	Do.	English.
9. Lewis, W. D.	1	2	2	Yes.	Rhymney	Independent	Do.
10. Owen, W. W.	2	3	2	No.	Drws-y-coed, Carnarvon.	Do.	Welsh.
11. Prosser, S.	1	1	2	No.	Crickhowell	Calv. Methodist	English.
12. Richards, J. P.	3	3	2	Yes.	Pembroke Dock	Independent	Do.

Table II.—First Year Students.

List of first year students.

Name.	Class at 1st Year's Examination.	Class at Admission Examination.	Whether a Pupil-teacher.	Came from.	Religious Denomination.	Whether speaking Welsh (only), or English (only), or both Languages from Childhood.
1. Cooke, F. W.	2	1	Yes.	Newtown	Congregationalist	English.
2. Gregory, James	1	2	Yes.	Brynmawr	Calv. Methodist	Do.
3. Hughes, Henry	2	1	Yes.	Blaina Llaugerniew	Do.	Welsh.
4. Hughes, John	1	1	Yes.	Llangefni	Baptist	Do.
5. Hughes, William	2	1	Yes.	Beaufort, Monmouth	Calv. Methodist	Do.
6. Jones, David	2	2	No.	Newcastle Emlyn	Congregationalist	Do.
7. Jones, John H.	3	2	No.	Caio, Carnarvon	Calv. Methodist	Do.
8. Jones, O. N.	2	2	No.	Talysarn, Carnarvon	Do.	Do.
9. Jones, Richard	2	2	Yes.	Bethesda	Do.	Do.
10. Jones, Thomas	2	2	No.	Trecastell	Do.	Do.
11. Jones, William	2	2	No.	Abercarn	Congregationalist	Do.
12. Lloyd, John	2	2	No.	Rhyd Lewis, Cardigan.	Do.	Do.
13. Lloyd, John H.	2	2	No.	Rhyd Lewis, Cardigan.	Calv. Methodist	Do.
14. Owen, Hugh	3	2	Yes.	Bethesda	Do.	Do.
15. Rowland, D.	2	2	Yes.	Aberdare	Do.	Both.
16. Roberts, John	3	2	Yes.	Llanfair Caereinion	Congregationalist	Welsh.
17. Williams, Hugh	1	2	Yes.	Bangor	Calv. Methodist	Do.
18. Williams, J. T.	2	2	No.	Llanrug, Carnarvon	Do.	Do.
19. Williams, R.	2	2	No.	Bethesda	Do.	Do.

The students pay 3*l.* each as an admission fee. This is the only charge made for the two years' course.

Terms of admission, and form of declaration.

The form of declaration signed by each student who is admitted after the December examination, conformably to Articles 105, 109 of the Revised Code, remains the same as that given in my report for 1867 (page 484). The penalty prescribed by the form has not been enforced against any student during the past year.

List of students admitted at the December examination, 1868.

The following is a list of the students admitted at the examination in December 1868.

TABLE III.

Name.	Class at Admission.	Whether Pupil-teachers.	Came from.
Davies, John	1	No.	Aberystwith.
Davies, R.	2	No.	Tyn-y-gongl, Anglesea.
Evans, D. B.	2	No.	Trecastell.
Griffiths, Wm.	2	No.	Ffestiniog.
Jones, John	2	No.	Penllwyn.
Jones, Morgan	2	Yes.	Waenfawr, B. S.
Owen, Joseph	1	Yes.	Bala, B. S.
Owen, Thomas	1	Yes.	Aberystwith, N. S.
Prosser, Lewis	2	Yes.	Crickhowell, B. S.
Rees, Thomas	2	No.	Newcastle Emlyn.
Scourfield, Wm.	2	No.	Llanelly.
Williams, John	2	No.	Pentyrch.
Williams, Wm.	1	No.	Gatehouse, Bangor.

It will be observed that of the 13 candidates admitted only four, or rather less than one-third, have been pupil-teachers.

The time-table.

The following is a copy of the time-table, showing the employment of each hour in the day, and the distribution of time between the officers of the institution:—

TABLE IV.—GENERAL ROUTINE.

For exceptions, *see* "CLASS TIME TABLE."

Time.	Employment.	Time.	Employment.	Time.	Employment.
7	Roll call.	12 to 1½	Recreation.	6½ to 8	Class.
7 to 8	Private study.	1½ to 1¾	Dinner.	8 to 8¼	Recreation.
8 to 8½	Prayers.	1¾ to 2	Recreation.	8¼ to 9	Supper.
8½ to 8¾	Breakfast.	2 to 5	Class.	9 to 9½	Prayers.
8¾ to 9	Dressing for the day.	5 to 5½	Tea.	9½ to 10½	Private study.
9 to 12	Class.	5½ to 6½	Recreation.	10½	Retire.

Time Table, 1868.

The letter P. stands for "Principal," V.P. for "Vice-Principal," T. for "Tutor," D.M. for "Drawing Master," and M.P. for "Master of Practising School."

Day.	Hour.	Teacher.	2nd Year Class.	Teacher.	1st Year Class.
Monday.	7–8	T.	Algebra	- - -	Private study.
	9–10½	V.P.	Grammar	T.	Arithmetic.
	10½–10½	„	Reading	„	Writing.
	10½	T.	Algebra	V.P.	Grammar.
	11¾–12	„	Writing	„	Reading.
	2	V.P.	Reading	T.	Economy.
	3	„	Composition	„	Writing.
	3½	T.	Writing	V.P.	Composition.
	4	„	Astronomy	„	Reading.
	6½–8	„	Music	T.	Music.
	7–8	- - -	Private study	„	Mental arithmetic.
Tuesday.	9–10	V.P.	History	„	Euclid.
	10	T.	Euclid	V.P.	History.
	11–12	P.	Bible lesson	P.	Bible lesson.
	2–2½	V.P.	Criticism lessons	T.	Writing }
	2½	„	„ „	„	Economy } or Ex.
	3½–5	„	„ „ „	„	Algebra }
	6½–8	M.P.	Revised Code and registers.	- - -	Private study.
Wednesday.	7–8	V.P.	Reading	V.P.	Reading.
	9–10¼	„	School management	T.	Arithmetic.
	10½	„	Reading	„	Writing.
	10½	T.	Arithmetic	V.P.	School management.
	11¾	„	Writing	„	Reading.
	2	- - -	Half holiday	- - -	Half holiday.
	6½–8	- - -	Private study	- - -	Private study.
	7–8	- - -	Private study	T.	Mental arithmetic.
Thursday.	9–10	V.P.	Grammar	„	Euclid.
	10	T.	Euclid	V.P.	Grammar.
	11	P.	Bible lesson	P.	Bible lesson.
	2	T.	Writing	V.P.	Criticism.
	2½	„	Economy	- - -	Lessons.
	3½–5	„	Mathematics	- - -	„
	6½–8	D.M.	Drawing	D.M.	Drawing.
Friday.	7–8	T.	Algebra	V.P.	Reading.
	9–10½	V.P.	History	T.	Arithmetic.
	10½	„	Reading	„	Writing.
	10½	T.	Algebra	V.P.	History.
	11¾	„	Writing	„	Reading.
	2–3	„	Music	„	Reading and composition.
	3–4	V.P.	Reading and composition.	T.	Music.
	4–5	P.	Bible lesson	P.	Bible lesson.
	6½–8	D.M.	Drawing	D.M.	Drawing.
Saturday.	7–8	V.P.	Repetition	V.P.	Repetition.
	9–10½	T.	Economy and essays	„	Latin.
	10½	V.P.	Geography	T.	Economy.
	6½	- - -	Private study	V.P.	Geography.

The officers of the institution, at the date of my visit, were,— The staff.

Office.	Name.	Degree, &c.
1. Principal	Rev. D. Rowlands	M.A., Edinburgh.
2. Vice-Principal	Mr. John Price	Certificated.
3. Tutor	Mr. John Thomas	B.A., London, certificated.
4. Drawing master	Mr. J. C. Rowlands.	——
5. Head Master of the Practising School.	Mr. Thos. M. Williams	Certificated.
6. Matron	Miss Grace Roberts.	——

Duties of the principal.

Mr. Rowlands was appointed principal on December 3rd, 1867, in succession to the late Rev. John Phillips. He undertakes the general supervision of the institution, the correspondence, and the religious instruction of the students.

Duties of the vice-principal and tutor,

The whole of the secular instruction, and all that relates to the preparation of the students for their examinations and their work as teachers in elementary schools, with the exception of their superintendence when teaching in the practising school, is undertaken by the vice-principal and the tutor, who divide between them the subjects required in the course as follows:—

and division of work between them.

Mr. Price undertakes grammar, history, school management, criticism lessons, geography, reading, repetition, composition, Latin, and dictation.

Mr. Thomas undertakes arithmetic, algebra, geometry, economy, music, writing, mathematical geography, and mental arithmetic.

Duties and salary of the vice-principal.

The following table shows the arrangement of time given by the vice-principal to the different subjects which he takes during the week:—

TABLE V.

Subjects.	No. of Lectures in the Week.	Time given to each Lecture.	Total Time given to each Subject during the Week.
		Hours.	Hours.
Grammar	4	1¼	5
History	4 (2 + 2)	1¼ + 1	4½
School management	2	1½	3
Criticism lessons	2	3	6
Geography	2	1½	3
Reading	11 (4 + 2 + 5)	1 + ½ + ¼	6¼
Composition	4	½	2
Latin	1	1½	1½
Repetition	1	1	1

So that the total time occupied by the vice-principal in teaching during the week of six days is 32 hours, an average of rather more than five hours a day.

Mr. Price lectured in my presence on history to the 2nd year students, and on dictation, as a branch of school management, to the first year students. The historical section taken by the second year students of this normal school is that which is numbered IV. in the syllabus, A.D.

1603–1660. On the occasion of my visit a difficult part of this period happened to form the subject of the lecture, that, namely, from 1646–1649. Also, owing to the fact that my visit was made about six weeks earlier than on the two last occasions, the students were not generally so far advanced in their reading, and were therefore not quite so well prepared to benefit by the lecture. Notwithstanding these difficulties, the lecture was very satisfactory. Mr. Price took care to question carefully on the back work, and to secure the ground as he proceeded. A good deal of work was got through, and the lecture was very fluent, clear, and sensible, illustrated in a graphic, lively, and interesting manner. The lecture to the first year students was very practical, and showed careful and judicious thought.

I beg to repeat the opinion which I expressed in my reports for 1866 and 1867 of Mr. Price's decided ability as a teacher. His salary is 190*l.*, with rooms in the normal school, but not board.

Duties and salary of the tutor.

The following is the arrangement of time given by the tutor to the different subjects which he takes during the week.

TABLE VI.

Subjects.	No. of Lectures in the Week.	Time given to each Lecture.	Total Time given to each Subject during the Week.
		Hours.	Hours.
Arithmetic	4	$1\frac{1}{4}$	5
Mental arithmetic	2	$\frac{1}{2}$	1
Algebra	5 (1, 2, 2)	$1\frac{1}{2}$, $1\frac{1}{4}$, 1	$5\frac{1}{2}$
Geometry	4	1	4
Music	3 (1, 2)	$1\frac{1}{2}$, 1	$3\frac{1}{2}$
Economy	5 (2, 3)	$1\frac{1}{2}$, 1	6
Writing	10 (6, 4)	$\frac{1}{4}$, $\frac{1}{2}$	$3\frac{1}{2}$
Mathematical geography	1	1	1

So that the total time occupied by the tutor in teaching during the week of six days is about 30 hours, an average of about five hours a day.

Mr. Thomas lectured in my presence on algebra to the second year students, and on economy and music to the first year students. These lectures were all well given, and appeared to be very effective. I beg to repeat the opinion expressed in my reports for 1866 and 1867, that Mr.

Thomas is a sound, painstaking, and very efficient teacher. The students evidently respect him, and value his earnest efforts to improve them. His salary is 120*l.*, with board and rooms in the institution.

Results of the Christmas examination.

Since the date of my visit the Christmas examination (December 1868) has tested the value of the conclusions which I had formed, and have expressed above, respecting the efficiency as teachers of the vice-principal and the tutor; and I am glad to find that the results of this examination corroborate these conclusions. There were no *failures* among any of the students, either of the first or second year; neither did any student of either year fall into the *fourth division*. Of the 19 first year students presented for examination, 15·79 per cent. were placed in the first division, 68·42 per cent. in the second division, and 15·79 in the third division. Comparing this result with that obtained in the examination by the first year students in all the other normal schools for masters in England and Wales, I find that, as regards the per-centage of students in the first class, Bangor stands only about half way up the list. There are seven normal schools which have a greater per-centage of their first year students in the first class, and there are nine which have a less per-centage in the first class. On the other hand, Bangor has a large proportion of its first year students in the second class, and a small one in the third, there being only 4 out of the 17 normal schools which have a less per-centage of their first year students in the third class. Compared with the other two normal schools in Wales, Bangor, though it has not such a high per-centage in the first class as the normal school at Carnarvon, has a very much higher per-centage in the first two classes; and the whole result at Bangor is very much better than that at the normal school at Carmarthen. So that, on the whole, though the result of the examination of the first year students is not, this year, brilliant at Bangor normal school, it is sufficiently satisfactory to justify confidence in the teaching. It should be remarked that there is on this occasion a very small proportion of Englishmen among these first year students (see Table II.).

Of the 11 second year students presented for examination, 45·46 per cent. were placed in the first division, 36·36 in the second division, and 18·18 in the third division. Comparing this result with that obtained in the examination by the second year students in all the other normal schools for masters in England and Wales, I find that Bangor has a far higher per-centage of second year students placed

in the first class than any other of the 17 normal schools. The normal school which comes next to Bangor in this respect is that of Cheltenham, which has 28 per cent. in the first class. But there is no other normal school which has half so many per cent. in the first class as Bangor; while, compared with the two other Welsh normal schools, at Carnarvon and Carmarthen, Bangor has a very marked superiority, presenting in the first class more than thrice as many per cent. as Carnarvon, and more than five times as many per cent. as Carmarthen. There is also a very good proportion of the second year students at Bangor in the second class, and a very small one in the third. So that the result of the examination of the second year students at Bangor may this year be pronounced decidedly brilliant, and most creditable to them and their teachers. A list of the second year students is given in Table I.

As regards the several subjects of the examination, the students of the first year did very well in arithmetic and spelling; well in grammar, school management, penmanship, economy, and music; badly in mental arithmetic, composition, and geography. The students of the second year did very well in reading, spelling, penmanship, economy, and music; well in composition and school management; badly in mental arithmetic and history.

This is now the third consecutive year in which I have to report that the second year students did badly in *history*. The result of their examination is, on the whole, so excellent that I am unwilling to dwell on their deficiencies in this one subject. But as I have watched this part of their examination rather closely this year, and as I have implied in a former report (Blue Book for 1866–7) that the failure in history probably arose from a deficiency of the power of composition, it may be well to say a few words on the subject.

A reference to Table III. will show that the mother-tongue of four out of the 11 second year students who passed the examination was English. In their history papers there was a perceptible difference between the composition of those four and the remaining seven students. Mistakes due to the confusion of words somewhat similar in sound, such as the use of "artists" for "artisans," "malignant" for "indignant," and mistakes arising from an imperfect knowledge of the English idiom, such as "recourse was frequently made to raise money," and other mistakes such as could hardly be made by one whose native language is English, but which are natural enough in Welshmen, were, of course, not uncommon in the papers of the seven. But

the inferiority of these history papers was not in the main due either to ignorance of the English language or want of ability to express thought or acquire knowledge upon paper. It was due to three principal causes, which I commend to the attention of the vice-principal and the present students. *First*, the principal facts, such as they are to be found in any of the text-books named in the syllabus, though well mastered by two or three of the students, were not well mastered by the rest. The answers to such questions as the third, fifth, and eighth, though they seldom showed any gross blunders, were too sketchy, wanting in fulness and in thoroughness. *Secondly*, most of these students committed the mistake of trying to do too much. Either because their knowlege was not thorough, or from an error in judgment, they often tried to answer a little of every question instead of working out a less number thoroughly. *Thirdly*, their attention seemed to have been exclusively confined to the political and martial facts of the period. None, even of the best of them, showed any knowledge of the literature or of the non-political biography of any of the distinguished men of the period. The question worst answered was the fourth, in which was demanded some account of John Milton, George Herbert, Edward Earl of Clarendon, and Inigo Jones. The second question, in which a life of Lord Bacon, Admiral Blake, or Archbishop Laud was required, and the seventh, in which a character of Oliver Cromwell was required, were also badly answered, partly from defects in composition, but mainly from want of information. I partly attribute this want of information on literary and other non-political topics of the historical period which they read to the fact that the students have no access to a tolerably well-furnished library. It is impossible for a lecturer to give, in the short time at his disposal, an outline of all the biographies and other social topics of interest connected with the period; and even if he could, such a method would be far less satisfactory than the method of directing the attention of the students to these topics and encouraging them to read them up for themselves. But at present the library of this normal school is so badly supplied that, in fact, it does not even contain a tolerable biographical dictionary. Now I am anxious that the committee should notice what is the effect of this upon the students. A student is reading the Stuart period in "the Students' Hume." He has perhaps previously heard something, however vaguely, of Milton, Locke, Hobbes, Vandyke, Cibber, and Wren; and, as he reads, he finds with interest that these and other great men lived and

wrought in this period. He also finds that they are all dismissed in the Students' Hume in about twenty words of the scantiest notice. If he had then at hand a good biographical dictionary he would probably turn to some at least of those names, and enlarge his knowledge beyond the beggarly record of "leading facts" contained in his text-book; and what is more important still, he might acquire the habit of thirsting after knowledge, and of endeavouring to supply his deficiencies by every possible means and on every possible occasion, which would be a powerful antidote to the conceit, idleness, and other worse habits of mind and body to which the schoolmasters in a backward and mountainous country like Wales are so much tempted. At present, however, if any student does feel a desire to know something more of the great names which flit like εἴδωλα καμόντων before his eyes when preparing for his lectures, the means are not at hand to gratify this desire, it passes quickly away, and the very habit of feeling such a desire is perhaps extinguished.

The practising school: change of head master.

Since my last report there has been a change in the head mastership of the practising school. On the 4th September 1868 Mr. Hugh Jones ceased to be head master, and on the 7th of September his successor, Mr. Thomas Marchant Williams, took charge of the school. I regret to say that the latter part of Mr. Jones' mastership has not justified the forbearance which I extended to him in my report of last year, or the great trouble which I took to instruct him and help him to improve in the discharge of his duties as master of the practising school. I found, when I visited the normal school in September last, that the practising records (mentioned on pages 567–8 of my last report) had not been kept at all, or had been so kept as to be quite worthless, and that Mr. Jones had carried out scarcely any of the practical suggestions which I made to him respecting these and other portions of his duty.

Unsatisfactory condition of the practising school under the late master.

There were abundant signs, also, that the superintendence of the students when teaching in the practising school had not been effectively carried out. The lessons given by the second year students, though very satisfactory so far as their construction and delivery are concerned, showed want of practical experience such as ought to be gained in the practising school; want of knowledge of the range of attainments in the highest class; want of personal acquaintance with the boys, their names, their characters, &c. For instance, two very significant facts occurred. (1.) That several students of the second year presented to me notes of lessons which on inquiry I found could not be delivered to the first class because

they were decidedly beyond their range of attainments, *e.g.*, one student prepared a lesson on division of fractions, whereas the majority of the class knew nothing of fractions at all; and the same was the case with a grammar lesson. I do not say that these lessons *ought* to have been beyond the capacity of the first class in the practising school of this training college; but, as a matter of fact, they were; and it was abundantly clear that the students did not practically know the boys' powers; yet Mr. Hugh Jones ceased to have charge of the school only 17 days before my visit. (2.) That no notes were offered of lessons within the range of the standards defined in Article 48 of the Revised Code.

The log book also of the practising school was very badly kept during the latter part of Mr. Jones' mastership. It could in no respect be regarded as a model for the students, being defective in matter, arrangement, spelling, and composition.

It also showed that the pupil-teachers had been of late very troublesome, neglectful of their duties, and generally unsatisfactory.

The committee of the normal school is of course, to a certain degree, responsible for having allowed the Garth school to continue so long in such an unsatisfactory condition, as to government and management, as was discovered by me on the occasion of my first visit to this normal school, and fully reported then by me to your Lordships. And they are also partly responsible for the inefficiency of the practising school, because they have not hitherto carried out the suggestion made by Mr. Scoltock and me to appoint an assistant master in the Garth school. I am happy now (March 1869) to be able to report that this unsatisfactory state of things is at an end, and that with a new principal of the normal school, and a new committee of managers and new head master for the practising school, great improvement may be expected.

Prospects of improvement in the practising school.

The new master of the practising school is very vigorous, and evidently most anxious to discharge his important and responsible duties with efficiency. The school is already, in six months, very decidedly improved in all respects since his appointment; and an examination, which I have just heard him conduct into the results of his six months' teaching of the first class in geography, is by far the best performance I have ever heard in this school. I have gathered too from several of the present second year students that they now begin, for the first time, not to dislike the duty of taking their turn in the practising school. It has always been a bad sign that the students should so much dislike this part

of their training, and I really believe that it will in future be made really pleasant and useful to them. Altogether, though a report on Mr. Williams as master of the practising school should be reserved until next year, when he will have had time and opportunity for showing what he can do in his new position, I may say already that appearances are most promising for the future.

Necessity of providing a certificated assistant master for the practising school.

Owing to the depressed condition into which the finances of the normal school—which, as I showed in my report for 1866, depend largely on collections made through the efforts of the principal in chapels and at educational and religious meetings in Wales and Liverpool—had fallen, partly through the death of the late principal and the subsequent vacancy in his office, the committee has not hitherto been able to appoint a certificated assistant master in the practising school. Mr. Hugh O. Hughes, late a pupil-teacher in the school, has been appointed for the present to this post, and I think this is perhaps, under the circumstances, the best arrangement that could be made. The finances of the institution are now, however, much improved, and this improvement seems likely to continue, so that I think after next Christmas, when it will not be difficult to obtain a certificated teacher, the committee may well be required to provide one as assistant to Mr. Williams, and if I have the honour to report upon this normal school next March, I shall expect to find that this has been done.

Health of the students: report of the medical officer.

The following is a copy of the report addressed to me by the medical officer of the normal school:—

Bangor, September 23, 1868.

DEAR SIR,

THERE has been no serious illness in the Bangor normal college from November 1867 up to this date.

It has been the healthiest year that has passed since the foundation of the college.

Yours truly,
HY. ELLIS,
Medical Officer.

D. R. Fearon, Esq.,
H.M. Inspector.

Importance of watching the careers of the students after their departure from the normal school.

I do not intend on this occasion to report upon the results of the training given in this normal school as seen in the practical success of the students in their career as teachers of elementary schools, because I treated of this important subject so recently as in my last report, and gave a table fully illustrating the question. I intend, however, to continue to watch this question carefully, and to resume the consideration of it in any report on this normal school which I may hereafter have the honour to present to your Lordships. A considerable part of Wales which has hitherto been in my district has now been removed from my charge

to that of one of my colleagues, Mr. Williams. But I am happy to say that Mr. Williams has most kindly promised to co-operate with me in this important work of verifying the results of training in this institution by observation of the future career of the students, and that he will supply me with information respecting the Bangor students in that part of Wales which is within his district.

I have the honour to be, &c.

D. R. Fearon.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, MATTHEW ARNOLD, Esq., *on the* WESLEYAN NORMAL SCHOOLS, WESTMINSTER.

April 1869.

MY LORDS,

IN company with my colleague Mr. Oakeley, I, in October last, inspected the Training College of the Wesleyan Education Committee in Westminster.

Mr. Scott, the late principal, died in January of last year; from that date till the meeting of the Wesleyan Conference in August the duties of principal were discharged by the Rev. Wm. Shaw; in August Dr. Rigg was appointed, and is now principal.

The late principal, the Rev. John Scott.

Mr. Scott's death was noticed, and a warm testimony borne to his merits, by my colleague Mr. Bowstead, who inspected this training school last year. But as the inspector of the district in which this institution with its practising schools is placed, having had to visit its practising schools ever since they were first opened, and having been thus brought more than any other inspector into contact with Mr. Scott, I may be allowed to add, on this the first occasion which offers itself to me, one word to what has been so well said by Mr. Bowstead. Mr. Scott's sagacity and skill in the management of affairs were, in my opinion, of such an order that they would have secured to him distinction and success in any sphere. They were invaluable to this institution and to the whole Wesleyan school system. But the spirit of mildness in which his sagacity worked, and which gave it its character, is what I, who saw Mr. Scott in times when the relations of the educational bodies with Government were far more delicate and difficult than at present, was most struck with, and have most pleasure now in remembering. Certainly this spirit of mildness has belonged in good measure to Methodism, and Mr. Scott, who was so deeply attached to Methodism, would have been glad at my saying that while his sagacity was his own, the mild spirit which governed his sagacity came to him in a great degree from Methodism. He and his friend Mr. Taylor, the Secretary to the Wesleyan Education Committee, who died not very long before him, never once, that I can recollect, during my long official connexion with them, failed in any instance which came under my notice to show this spirit. It contributed as much as their judgment and industry to the success which attended their judgment and industry; and in me, who so long had to deal with them officially, it has left not only a feeling of

the public value of their skilful administration, but a feeling also of affectionate regard for them, and of personal regret for their loss.

Teaching staff of the college.

In the teaching staff of the college there is no change to report. Of the teachers who compose it and of their teaching, as also of the teachers and teaching in the practising schools, I have frequently expressed my opinion. Mr. Oakeley and I heard lessons given by all of them; I had not previously heard Mr. Bailey, for several years master of the practising school for infants, lecture to the students preparing to be schoolmistresses. I was much struck with the interesting and practical line he gave to his lecture.

Students. Formation of a preparatory class.

We found 132 students of the two sexes in residence. The training college, therefore, is practically full. This, however, is owing to a judicious measure adopted by Dr. Rigg, and now for the first time seen in operation here. If all the candidates of 1867 had been admitted the college would have been but barely full; as it was, the rejection of ill-qualified candidates left the college at the beginning of 1868 with 117 students only. When Dr. Rigg became principal, he caused it to be made known that he had room in the college, and that he wished suitable candidates, members of the Wesleyan body, to communicate with him at once. The result is that at the beginning of October a preparatory class of 25 young persons of both sexes was established, to be boarded and lodged in the college, and to receive two months' preliminary instruction to qualify them for the admission examination at Christmas. They paid an entrance fee of 4*l.* each, so that they are in part maintained at their own cost. The chief reason for forming this new class was the prospect of there not being enough candidates for admission at Christmas from among the pupil-teachers of Wesleyan schools. There were 77 vacancies at Christmas, and by means of the preparatory class the training college authorities were enabled to present 111 candidates for admission, instead of only 70 candidates as in 1867. In this respect, therefore, the course taken has answered, but its expediency rests on other grounds also. There are many young persons with a vocation for teaching besides those who have been led to become pupil-teachers, and the Wesleyans have in their missions so varied a field, that to secure a good body of teachers with variety in their early life and training, and not all cast in the uniform mould of pupil-teachers, is of advantage to them.

Medical report. Change in dietary.

The medical report on the health of the students is favourable; but it notices a want of tone and vitality amongst them during the first half of last year; a want which partly, no

doubt, was due to the great heat of the season. However, in the middle of the year the Wesleyan Education Committee introduced a change in the dietary, allowing the students, who previously had had only bread and butter and water for supper, to have, if they liked, cheese instead of butter, and either beer or milk instead of water. Fermented liquors of all kinds had up to that time been quite excluded from the students' dietary. The medical officer reports a very marked improvement in the general health of the students during the half year which has elapsed since the change.

Results of recent examination; first-year students in training to be masters.

Comparing the results of the recent examination with those of the preceding one, I ought to say, first, that the inspector who looked over the geography papers of first-year students in training to be masters desired to give record to his high satisfaction at the manner in which these papers were worked, both here and at the Borough Road. He might well do so, for no student obtained a mark lower than *fair* in this subject, and nearly 55 per cent. obtained the mark of *excellent* or *good*. Last year no first-year student at Westminster was marked *excellent* or *good* in this subject, and only 46·66 per cent. were marked *fair*. Other important subjects in which first-year students in training to be masters have done better than last year are grammar, composition, and history. In grammar nearly 84 per cent. are marked either *fair*, *good*, or *excellent* this time, while barely 50 per cent. reached these marks last time. In composition nearly 97 per cent. reached them this time; less than 77 per cent. reached them last. In history over 90 per cent. reached them this time; under 57 per cent. last. The important subject in which there is a falling off this time is Euclid. In 1867, 23·33 per cent. were marked *good* or *excellent*, 66·66 per cent *fair;* this last Christmas there are none marked *good* or *excellent*, and only 67·74 per cent. marked *fair*.

Second-year students in training to be masters.

The second-year students in training to be masters balance by their ill success in geography the good success of the first-year students. Less than 29 per cent. of them reach even the mark of *fair;* in 1867 more than 77 per cent. reached *fair*, and more than 14 per cent. *good* or *excellent*. In history the success is about what it was last time, and by no means brilliant. In grammar and composition there is an improvement this time, although the performance was in 1867 creditable. In Euclid the performance was not particularly good in 1867, less than 55 per cent. reaching even the mark of *fair;* but at the recent examination not even this moderate standard was nearly reached. In arithmetic there is a much greater decline, for in this subject more than 80 per cent. were in 1867 marked *fair*, *good*, or *excellent;* in 1868 only

50 per cent. Altogether the second-year students of this division appear not to have done by any means so well in the examination as the first-year students.

Results of recent examination; first-year students in training to be schoolmistresses.

Turning now to the students in training to be schoolmistresses, I find that the first-year students of this division by no means equal in geography the excellent performance of the corresponding students of the other sex. Less than 30½ per cent. reach even the mark of *fair;* last year they did better, though not well. In history the failure is grievous, not 5 per cent. reach even *fair;* whereas in 1867 nearly 38 per cent. reached it. In grammar and composition the performance is also inferior; nearly 80 per cent. were in 1867 marked *fair, good,* or *excellent* in grammar; in 1868 not 31 per cent. reach even *fair.* Against 72 per cent. marked *fair, good,* or *excellent* in composition in 1867, 1868 has only to show 43 per cent. marked *fair.* In arithmetic, however, there is a signal improvement this time. Only 47 per cent. reached any of the higher marks in 1867; in 1868 nearly 48 per cent. were marked *good* or *excellent,* and the same number were marked *fair.*

Second-year students.

The second-year students also of this division do very well in arithmetic, though not so pre-eminently well as their fellows of the first year. In geography they do as well as the corresponding students of the other sex do ill. In history they do creditably, and in this branch also far eclipse the second-year students of the other sex. In composition they do well, in grammar very well; contrasting most favourably in these branches with their fellows of the first year. In arithmetic and geography they considerably surpass the last performance of the second-year students of their own sex; in history, grammar, and composition they fall somewhat below it. The needlework of the whole division is, as it was in 1867, good. The important exercise of reading and recitation, which has on the whole steadily improved from the commencement, continues very good among the students of both sexes.

General remarks on studies. Grammar and composition papers.

One or two general remarks on the studies and examinations of training schools I will make in conclusion. I have for many years been accustomed to look over the grammar and composition papers of students of the second year, and I am convinced that the questions are far too numerous. After all, the main object of a grammar paper is to ascertain whether the examinee can analyse and parse a sentence correctly; above all, whether he can parse it correctly. At present, from the number of questions, this pre-eminent importance of the parsing exercise is not sufficiently brought home to the examinee's mind. I constantly meet with papers in

which the analysing exercise has not been touched at all, and the parsing exercise huddled up into a corner, in order that the candidate may cover his space with long answers to less essential but more attractive questions, and with three or four paraphrases, all of them indifferent. I should be glad to see the grammar and composition paper restricted in some such way as the following: The composition exercise might be left as it is; as to the rest of the paper, there being as at present two text-books between which the examinee has his option, I should be glad to see the paper reduced to two sections, and two only. Each candidate should confine himself to one section, the one which relates to the text-book he has studied; and this section should contain one passage for paraphrase, one passage for analysis, one passage for parsing, one question as to the meaning of words and allusions in these three passages, and one as to the contents or literary history of the work selected as the text-book. I would have the section contain nothing more, and within these limits a good candidate could show his superiority every bit as well as at present, while a bad candidate would have less facility and less temptation to try and disguise under a multitude of words his inaccuracy and ignorance.

Want of all instruction in universal history and the history of religion. Universal history.

I have often remarked how the great failure in both our elementary and our normal school teaching is the failure to awaken in those who are taught any real intellectual life and interest by means of the instruction they receive; and yet to awaken this is the really humanizing and civilizing part of the work of instruction. I cannot but think that this lack of life and interest is in part due to the over-mechanical character of our training school instruction, and that there are two points in which training schools for British and Wesleyan teachers might with advantage study the example set them by training schools in Germany. One point is the teaching of universal history; the other point is the religious teaching, so far at this is historical rather than dogmatical. The apprehension of what is called "the religious difficulty," and the desire to exclude from this instruction all that might give rise to it, has needlessly, in my opinion, limited and impoverished our training school course. Perhaps there is nothing so animating, nothing so likely to awaken a man's interest and to stimulate him to active research on definite points, than the broad views over the history of our race and its general course and connexion which universal history gives. With all its faults, and though it is written, of course, from a Roman Catholic point of view, I know few books more stimulating than Bossuet's Universal History; there are in use in Germany other manuals of

universal history by Protestants, some of which have great merit, and one of them, Weber's, is, I think, translated into English. The use of some text-book of universal history, in connexion with the detailed teaching of certain parts of history, prevails everywhere in German places of instruction; in places of instruction for adults it is above all insisted on. This is because the Germans conceive instruction so much more systematically than we do; and they make instruction so much more penetrating and interesting than we do, just because they conceive it more systematically.

Religious instruction in English training schools; narrow conception of it,

None of our training schools, I believe, teach universal history. Religious instruction, in so far as it connects itself with universal history and shares the significance and interest proper to this study, is almost equally neglected by them. I speak of it as a regular part of the training school course, tested by the Christmas examination. The papers set for the Church of England training schools sufficiently show that these schools have little conception of a general and historical religious instruction of this kind, as distinguished from particular and dogmatic religious instruction. In training schools for British and Wesleyan teachers, no religious instruction at all comes into our Christmas examination; and though I know that the Wesleyan Education Committee examine their students in religious knowledge, yet this by no means gives what is wanted, a view of religion in its historical aspect and connexion, and a systematic acquaintance with its documents. In German training schools, whether Catholic or Evangelical, to give this view and acquaintance is always attempted. At Küssnacht, the training school of the Protestant canton of Zurich, students of the first year have, as a part of their regular course, three hours a week occupied with the history of the Hebrew people and the reading of the Old Testament; second-year students, three hours a week occupied with the life of Christ and the reading of the New Testament; third-year students, the same time with the study of the relation between the Old and New Testament, the rise and development of Christianity, and Church history. In training schools in Germany this course is sometimes carried yet further, and embraces the history of all the leading systems of religion and philosophy which have appeared in the world. No doubt, this is much to attempt; but we do not enough consider how the mind is stimulated by having a great design of this sort even presented to it, and what it gains by being lifted out of the dulness which attaches to all mere cramming with what is called "useful knowledge." The same is to be said on behalf of giving to religious instruction

and in English elementary schools also.

a substantive place in the work-plan of elementary schools; chords of power are touched by this instruction which no other part of the instruction in a popular school reaches, and chords several and various, not the single religious chord only. In all German schools a catechism, either Protestant or Catholic, is learnt. The enemies of catechisms have perhaps never considered how a catechism is for the child in an elementary school his only contact with metaphysics; it is possible to have too much metaphysics, but some contact with them is to every active mind suggestive and valuable. The Bible, again, is for the child in an elementary school almost his only contact with poetry and philosophy. In British and Wesleyan schools the Bible teaching does not come under inspection; what there is of it, the Wesleyan gallery lessons, for instance, on Ananias and Sapphira and the Prodigal Son, has a directly moral and religious design; but neither in these schools nor, I believe, in Church of England schools, is anything like the use made of the Bible, considered simply as an instrument of education, which might be made of it, and which is made of it in Germany. What I saw in Germany struck me the more because it exactly corresponds with the sort of use of the Bible in education which was approved and followed by my father. Even in the lowest classes the children in a German Protestant school begin learning verses of the Psalms by heart, and by the time a scholar reaches the top of the school he knows by heart a number of the finest passages from the Psalms and from the prophetical and historical books of the Old Testament, and nearly all the principal Gospel discourses and parables of the New. These have become a part of the stock of his mind, and he has them for life. What a course of eloquence and poetry (to call it by that name alone) is this in a school which has and can have but little eloquence and poetry! and how much do our elementary schools lose by not having such a course as part of their school programme! This at least, one would think, might be effected and inspected in all Protestant schools without occasioning any "religious difficulty;" and all who value the Bible may rest convinced that thus to know and possess the Bible is a most sure way to extend the power and efficacy of the Bible.

Contrast offered by German schools.

The denomination of Evangelical, which I have mentioned in my report on the Homerton Training College, is a real wide bond of union just so far as it implies a belief in this permanent value of the Bible itself, and of the knowledge of the Bible. *Evangelisch* in Germany means simply the man who goes to the New Testament, and to the Old Testament

The denomination "Evangelical."

as seen and applied from the point of view under which the New Testament teaches us to see and apply it, for his religion, in contradistinction to the man who goes to any other authority for it,—the authority of the Church, of tradition, of the Pope. Undoubtedly it is in this sense that schools, not Roman Catholic or Jewish, should adopt the denomination *Evangelical*, and it is in this sense alone that the State in its relations with schools should consent to employ the term. It happens that an important and, in many respects, admirable section of the English Church, believing that a certain scheme of doctrine which it has gathered from the Bible represents the essence of the Bible, has taken to itself this denomination of Evangelical, and hence arises a misunderstanding, as if to denominate a set of schools *Evangelical* was to denominate them as belonging to this body and professing its doctrine. This is not so. A body in Germany with similar doctrine has in like manner claimed for itself the special title of Evangelical, but the claim has not been conceded and ought not to be conceded. This noble and attractive name of Evangelical belongs not to the adherent of any doctrinal essence of Christianity supposed to be already extracted from the Bible, but to the adherent of the Bible and Christianity themselves, in the unexhausted significance which the progressive development of the world more and more brings to light in the Bible and Christianity. Therefore it is that the thorough study and appropriation of the Bible, both in itself and in all the course of its relations with human history, is of so great fruitfulness and importance. In my opinion, they are the best friends of popular education, as well as the best construers of the word Evangelical, who, however attached to their own particular church or confession, yet can recognize this fruitfulness and importance most fully, and who show the greatest largeness of mind in giving effect to their sense of it.

I have the honour to be, &c.

MATTHEW ARNOLD.

To the Right Honourable
The Lords of the Committee of Council on Education.

Report, *by Her Majesty's Inspector*, Matthew Arnold, Esq., *on the* Normal *and* Practising Schools *of the* Congregational Board of Education *at* Homerton.

Sir, London, October 1868.

In compliance with the Lord President's directions, I visited, at the beginning of this month, the Training College and Practising Schools at Homerton belonging to the Congregational Board of Education. Scope of this first visit of inspection.

I was directed to report whether the college and its practising schools seemed to me, after inspecting them, an institution which the Committee of Council might now fairly begin to aid; and particularly whether the past management of the institution appeared to have been sufficiently good to warrant the Committee of Council in admitting to examination the former students of Homerton College, without requiring the two previous inspections to which they would, in strictness, have to submit.

It was in June last that the Congregational Board unanimously resolved to apply to the Committee of Council for admission of the Training College at Homerton, and of the elementary schools of Congregationalists, to a share in the Parliamentary grant. But before this there had been a period of much uncertainty as to the course to be followed by the Board, and as to the future prospects of the Homerton College. During this uncertainty the admission of fresh students naturally ceased; and, since the Board came to its decision, sufficient time has not passed for a body of fresh students to form itself, and to appear in definite working order. The present state of the training department, therefore, affords no standard by which to judge the college, either as it was while it proceeded regularly upon its old footing, or as it probably will be when it shall have definitively established itself upon its new one. Dr. Unwin, the principal, has shown the greatest possible willingness in furnishing me with all information for which I asked; but the forms in which training colleges, already in the regular receipt of grants, are required to exhibit the account of their income and expenditure, cannot well this year be filled up for the Homerton College. But, nevertheless, amply sufficient data are afforded to enable me to form an opinion upon the points to which the instructions of the Lord President have, on the present occasion, immediately directed me. I will preface Present circumstances of Homerton College.

that opinion with a very short account of the Homerton College, and of its promoters.

History and rules of the Congregational Board of Education.

The college belongs, as I have said, to the Congregational Board of Education. This Board was formed in 1843, "to "promote popular education, partaking of a religious cha- "racter, and under no circumstances receiving aid from "public money administered by Government." These are the words of the first of the twelve rules by which, up to the present year, the operations of the Board were governed.

The sixth of those rules lays down as follows the chief objects for which the Board was constituted:—

"1. The establishment of normal schools for training male and female teachers for day and infant schools.

"2. The inspection of day schools in connexion with the Congregational body.

"3. The collection of educational statistics respecting Congregational day, Sabbath, and infant schools.

"4. The establishment or aiding of schools by grants of money, books, or otherwise.

"5. The recommendation of the most approved books for schools, and, if necessary and practicable, the compilation of such as may be desirable.

"6. The advancement of popular education by public meetings, deputations, the press, and by any other means approved by the Board."

The seventh, eighth, ninth, and tenth rules relate to the religious character of the college and schools in connexion with the Board, and to the religious instruction given in them. It is provided that no candidate shall be eligible for admission to the college who is not in communion with some Christian church, or whose Christian character is not otherwise well attested. The Board, though constituted to act denominationally as a *Congregational* Board, professes to "entertain the most cordial consideration for all other Evan- "gelical denominations who may be willing to co-operate "with it in friendly emulation for the public service," and (so the rule, as it originally stood, went on) which, "rejecting "Government aid," will co-operate also with it "to present "a firm and general resistance to State interference in "educational matters." The ninth rule sets forth that "the "education given in schools connected with the Board shall "be conducted on Evangelical views of religion;" but that "neither the learning of any denominational formulary nor "attendance on any particular place of worship shall be a "condition of admittance into them;" and the tenth rule adds that "all schools in which the religious teaching is "Evangelical, although not entirely Congregational in their

" management, shall be eligible for union with the Board." This rule originally stipulated that such schools, besides offering the above-mentioned religious character, should " receive no aid from the State."

Finally, the rules provide, as a fundamental regulation, " that all arrangements as to the substance and manner of " teaching, with the whole of the internal government of " schools, shall be in the hands of the local committee."

The proper denomination of the Board's schools *Evangelical*. Identity of this denomination with the general denomination of Protestant schools in Germany.

The course of events, to which no wise man will obstinately refuse to adapt his own course, led to the resolution of last spring, by which the Board and its constituency determined to refuse no longer the aid of the State to their schools,— an aid which involves no interference of any kind whatever with the religious instruction given in them. All provisions as to the rejection of State aid have, now, therefore, disappeared from the rules. What remains, and what the Committee of Council has to do with, is a system of schools with a conscience clause, and with a denominational character; their denomination being properly *Evangelical*. They are unlike the Church of England schools, or the Wesleyan schools, in that they are not merely for Anglicans, or for Wesleyans, but for those who hold " Evangelical views of religion." They are unlike the schools of the British and Foreign School Society, because, being for those who hold " Evangelical views of " religion," they exclude Socinians and Roman Catholics. The distinction is remarkable, because the denomination thus in fact adopted is identical with the denomination common to all the State-aided Protestant Schools of Germany, and under which all bodies of Protestant Christians in that country unite. State-aided schools in Germany are divided into Evangelical schools and Catholic schools; and, in my opinion, this is the very best division which can be adopted, recognizing essential differences and effacing non-essential; and it is, I think, one which, though it might be distasteful to certain parties and individuals, would on the whole recommend itself, if it could be followed, to the feelings and judgment of the people of this country. It is true, Germany has in Luther's Short Catechism a formulary which all Evangelical bodies agree to unite in using, and this is a great advantage. For want of some formulary of this kind the religious teaching of Congregational schools has to depend on the Bible gallery lesson; and it may well be thought that too much is thus left to the individual teacher. Still in seizing this notion of Evangelical Protestantism as the basis of the religious character of their schools, and in guarding this, so far as they could, from being a mere unreal colour-

less thing, made up of vague generalities,* the Congregational Board have had the merit of conceiving a type of popular school better suited, probably, to be the public school of the bulk of the people of this country than either the so-called National school or the Wesleyan school on the one hand, or than the British school, or, still more, than the Secular school, on the other ; and their conception has in it, in my opinion, elements of utility which may well bear fruit in the future.

History and financial position of the Homerton College.

In 1843, 165,000*l.* was raised for building and maintaining schools in connection with the Congregational Board, in addition to the sums raised locally on behalf of individual schools. In 1852 Homerton College was bought, and adapted to the purpose of a training institution for male and female teachers; on this 11,622*l.* was spent. Model and practising schools were also established in connection with the college. The Board has trained 665 teachers for juvenile and infant schools; has inspected its schools, and aided those in poor districts, and has provided a depository for the supply of school books and school materials.

The Homerton College is unencumbered with debt, and at the end of the year, ending March 31st, 1868, there was in the hands of the treasurer a balance in favour of the institution.

The students who have been trained in the college have paid 15*l.* a year for their board, lodging, and tuition,† and have besides bought their own books, and borne the cost of whatever medical attendance they required.

The income of the model and practising schools for the year ending March 31st, 1868, has been 508*l.* 5*s.* 8*d.*, which, with 102*l.* 16*s.* 4*d.* received for books and school materials, makes a total of 611*l.* 2*s.*

Its buildings and accommodations for students.

The buildings and accommodations of the Training College seem to me excellent, and the comfort of the students is well cared for. I enclose a copy of the dietary.‡ The course of study, of which I also enclose a copy,§ does not in any important particular differ from that followed in other training schools. The text-books in use in the college and schools of the Board seem to me to be at least equal to those

* " The character of the teaching ought not to be so general as not to involve the distinctive truths of revelation. No satisfaction can be afforded by vague generalities. To practise reserve as to what is vital in Christianity is to give the children a stone when they ask for bread."—*Inaugural Discourse* by the Rev. Dr. Unwin, Principal of Homerton College.

† These terms remain the same for teachers destined for voluntary schools ; for those destined for State-aided schools the fee is now the entrance fee of 3*l.* on admission, and no more.

‡ Marked A. annexed.

§ Marked B. annexed.

in use elsewhere, and the Homerton College Atlas appears to me so good that I could wish to see other schools adopt it.

Its officers and their teaching.

Dr. Unwin, the principal, has been connected with the Congregational Board and its labours ever since 1848. At first the whole of the teaching, with the exception of the instruction in vocal music and drawing, devolved upon him, as well as the arrangements for supplying schools with teachers. After the second year assistance in the teaching department was provided for him. I heard lectures given both by him and by Mr. Liddell, who assists him. I also heard a criticism lesson given by the master of one of the practising schools, who acts as master of method. There can be no doubt of the capacity and skill of the teaching staff of the college; but the students whom I saw were so few in number, and had been so short a time under training (being for the most part a preparatory class fitting themselves to try for admission at Christmas next), that they and their instruction afford no real test for ascertaining what has been accomplished by Homerton and its training. What Homerton has accomplished, and the real and great influence exercised by its principal, Dr. Unwin, is much better shown by the practising schools in connection with the college. Four of these schools, well built and fitted in all respects, immediately adjoin the college. I found 424 children present in them, besides 139 more in some other practising schools in Homerton Row, not far off. All the teachers in these schools were trained at Homerton; and two of the four schools immediately adjoining the college—the juvenile boys' school and the juvenile girls' school—are as good specimens of elementary schools as are to be found, perhaps, anywhere in this country. These practising schools and their teachers, with what I know of other schools elsewhere, under teachers similarly trained, appear to me to afford such a testimony to the Homerton training as to enable me, without hesitation, to say that the Committee of Council is warranted in admitting at once to examination the former students of the College; and that it is for the interest of public education that this institution and the schools connected with it should share in the Parliamentary grant, and should come to co-operate directly in the national work which, by the help of that grant, is being carried on.

Its practising schools.

Recommendation founded on character of its schools and teachers.

I have the honour to remain, &c.

MATTHEW ARNOLD.

To the Secretary,
Committee of Council on Education.

Date, October 5th, 1868.

RETURNS from the Congregational Board of Education Normal School for Masters and Mistresses, for the Year ending Christmas 1868.

I. OFFICERS.

No.	Names.	Degrees.	Duties.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
				£			
1	William J. Unwin.	M.A., LL.D., Glasgow University.	Principal - -	400	No.	Rooms -	Yes.
2	Edward Liddell.*	—	Mathematical Tutor.	200	No.	No -	No.
3	Theodosia Towers.	—	Superintendent of the Female Department.	60	Yes.	Rooms -	Yes.
4	Otto Neff -	—	Teacher of vocal music and gymnastics: general superintendence.	20	Yes.	Rooms -	Yes.
5	John Brown -	—	Teacher of drawing.	30	No.	No - -	No.
6	James T. Powell.	Teacher of Juvenile Boys' School.	Criticism lessons.	130	No.	No -	—
7	Martha Rose -	Teacher of Juvenile Girls' School.	Ditto.	30	Yes.	Rooms -	Yes.

* Mr. Liddell holds an appointment of Lecturer on Mathematics and Physics, at the Theological Seminary, Well Street, Hackney.

II. DISTRIBUTION OF TIME.

TEXT-BOOKS.

Arithmetic, Algebra, and Trigonometry.—Barnard Smith's arithmetic for schools. Liddell's arithmetic. Todhunter's algebra for beginners. Todhunter's trigonometry for beginners.

Geometry.—Potts' Euclid.

Geography.—Mackay's elements of modern geography. Unwin's descriptive geography of the world, and political geography of the British Isles. Page's physical geography. Homerton College atlas, physical, hydrographical, and political.

English History.—Smith's smaller History of England.

English Language.—Unwin's English grammar. Mason's English grammar. Ogilvie's English dictionary for schools.

Penmanship.—Mulhauser's manual of writing.

Book-keeping.—Hamilton and Ball's book-keeping.

Domestic Economy.—Tegetmeier's domestic economy.

Vocal Music.—Training school singing method by J. R. Weber. Training school part songs. Homerton College Hymnal. Currie's musical analysis.

Drawing.—Brown's hints on drawing. Binns' orthographic projection. Burchett's practical geometry.

Method.—Currie's early and infant school education. Currie's principles of common school education. Unwin's primary school.

IV. ACCOMMODATION AND NUMBERS.

1. Number of students which the building is at this time capable of accommodating (include unfurnished dormitories, if any), 50.

2. Number of furnished dormitories, 15, (exclusive of teachors rooms).

Five female and one male student in preparatory class.

Three voluntary students.

(Signed) WILLIAM J. UNWIN,
Principal.

5th October 1868.

A.—HOMERTON COLLEGE. DIETARY.

Meat.—Only one kind of meat on the table at the same time usually. Veal, pork, meat pies occasionally.

Vegetables.—Potatoes, greens, carrots, lettuce,—alone or together.

Sunday.—Cold beef, roast and boiled alternately; fruit pies, plum puddings, or jam tarts.

Monday.—Boiled and roast mutton, hot, alternately; baked rice puddings.

Tuesday.—Boiled and roast mutton, cold; soup, October to May; fruit puddings, June to September.

Wednesday.—Hot roast beef, plain puddings.

Thursday.—Roast mutton, hot in winter, but generally cold in summer; boiled rice with sweet sauce, fruit or jam.

Friday.—Cold roast beef or mutton; plum puddings, baked or boiled.

Saturday.—Roast and boiled beef, hot, alternately; baked rice puddings.

B.—HOMERTON COLLEGE. COURSE OF INSTRUCTION.

CONTENTS.

General Arrangements.
Spelling.
Writing.
Arithmetic.
English Language.
English History.
Geography.
Drawing.
Vocal Music.
Method and Mental Science.
School Practice.
Criticism Lessons.
Holy Scriptures.
Astronomy.
Reading and Repetition.
Economy.
Book-keeping.
Special subjects for male students.—Geometry, Mensuration, Algebra, Latin, and French.
Special subjects for female students.—Needlework, Domestic Economy.

GENERAL ARRANGEMENTS.

1. All students are required to assemble at 6.30 a.m. in the class rooms of the wing. Attendance is to be registered, and the record of attendance is to be given to the principal every Saturday morning.

2. The students are to be in their class rooms at the times specified on the time table. Attendance at 7 a.m. is to be registered.

3. Exercises to be prepared in study hours are to be completed at the time specified, and given in at the opening of the class fixed for their delivery. Special exercises are to be collected by the censor, and given to the principal.

4. The printed rules of the Institution, of which each student has a copy, regulate the details of management.

5. Fines are not levied except when property is injured or destroyed. Students are expected to exercise a kind superintendence over each other in the maintenance of a proper discipline, and not to hesitate as to their duty in reporting to the principal any case of moral delinquency. Espionage is avoided, but the principal expects a truthful answer to any question he may deem it right to put, any refusal to be referred to the Board.

Spelling.

1. Spelling by dictation.

Books used :—

a. Spelling by dictation, by Rev. A. J. D. D' Orsey.
b. Prose and poetical lessons in Training School Reader.
c. Special lessons on subjects related to general instruction and methods of teaching.

2. Mode of giving the lesson.
   a. The lesson to be read through once.
   b. The portion to be written to be read only once, a few words at a time, the construction of words in a sentence to be preserved.
3. Correction of the exercise.
   a. The teacher to correct each exercise.
   b. Errors to be marked thus, in red ink :
      a. Mis-spelling by numerals written through the words, as *dec* 1 *et*.
      b. Omissions by a caret ∧.
      c. Incorrect punctuation by a vertical line | .
      d. Mistakes in grammar by a cross ×.
      e. Mistakes in the use of capitals by a double vertical line || .
   c. The errors in spelling to form the numerator of a fraction, of which the sum of all other errors forms the denominator.
4. Revision of the exercise.
   1. The student to write above errors in spelling the correct forms.
   2. When errors in spelling amount to 15, the words as corrected are to be transferred to the last page of the book, each word to be repeated till one line is filled, thus :
      Monstrous, monstrous, monstrous, monstrous, monstrous.
   3. Mis-spelled words to be orally spelt, and the cause of error indicated.

Notes.—Count every word wrongly spelt a mistake, even if the same error be repeated. Each omitted word to be reckoned a mistake. Parts of sentences omitted and general inacuracy to be called "failure." Dictation lessons to be occasionally repeated and mistakes compared with the former lesson. A portion of the poetry or prose learnt by heart to be occasionally written from memory.

II. Oral spelling.

Text-book. Spelling and pronunciation.

1. Five sentences of definite length, each containing one of the words of the lesson, to be written and brought into class.
2. The meaning of the words is to be given by definition or in a sentence.
3. A slight pause to be made between the syllables of a word. Slate to be used.

III.—Transcription.

On Monday, at 2 p.m., an exercise in transcription to be given as an extra exercise.

Writing.

I. Text-book.—Mulhauser's Manual of Writing. Unwin's Primary school.

1. First course.

a. Exposition of the method, and of the general rules of writing; directions as to holding the pen, placing the copy-books, and positions to be observed in schools.

b. Writing to commence on a given signal; when a line is completed writing is to cease till another signal is given; the line written to be examined by each student. Time for each line three or four minutes.

c. When the lesson is finished, errors to be pointed out by the students.

d. Each book to be examined by the teacher, who writes at the bottom of the page. G=good; F=fair; M=moderate; B=bad.

e. A copy to be written previous to the lesson, on the board.

f. The general principles of the method as given in the primary school to be learned by heart.

2. Second course.

Exercises in freehand, book-keeping, correspondence, précis writing, commercial forms.

Arithmetic.

Text-books.—Liddell's arithmetic. Barnard Smith's arithmetic for schools.

1. The course of instruction to be commenced from the beginning and to embrace all the rules.

2. Mental arithmetic to occupy five minutes before each lesson, and to consist of practice on the rules to be worked, as far as mental arithmetic is applicable to them.

3. Exposition of the principles of each rule.

4. Exercises previously presented to be brought into class.

5. Exposition of the method of teaching arithmetic, in infant and juvenile schools.

English Language.

Text-books.—Unwin's English Grammar. Mason's English Grammar.

1. The general principles of the structure of the English language are given in a course of lectures, to be reproduced by the students. Rules and the forms of the language to be learned from the text-books. Exercises in the classification and inflexion of words, in analysis, in paraphrasing and in composition to be prepared by the students.

2. The history of the English language is given in a course of lectures, to be reproduced by the students.

English History.

Text-books.—Lessons and Chronological Tables in the Training School Reader, Book II. Dr. Smith's smaller English History.

1. The questions on the reading lessons to be answered in writing, and the chronological tables to be learned.

2. The text-book to be prepared, and exercises based on it.

3. Exposition of teaching history in primary schools.

Course of instruction prepared by Mr. Liddell.

The people of England, Britons and Romans, Saxons and Danes, Normans; fusing of the various races to form the present English. The royal line, the various dynasties. The sovereigns, their personal characters, marriage relationships. Interruptions in the line of succession. Periods characterized by civil wars. Wars with Scotland. Conquest of Wales and Ireland. Foreign wars of England. Periods characterized by struggles between the church and the crown. Development of the English constitution. The colonial empire of Great Britain since the commencement of the Tudor dynasty. The English revolution. Historical characters.

Geography.

Text-books.—Unwin's Descriptive Geography of the World, and Political Geography of the British Isles. Mackay's Elements of Geography. Homerton College Atlas. Page's Physical Geography.

1. Study of the text-books.
2. Exercises.
3. Mapping.

Course of instruction prepared by Mr. Liddell.

Spheroidal form of the earth. Axis of revolution. Poles. Equator Latitude and longitude. Divisions of the earth's surface, into hemispheres and zones. General distribution of land and water. Horizontal extension of land and water. Irregularities of coast line, peninsulas, islands, seas, gulfs, and bays. Elevation and depression. Mountain systems and primary watersheds. River drainage. The physical features of the continents and groups of islands separately considered. The political geography of the different continents and groups of islands separately considered. The political geography of the separate continents, more especially the European States, and the United States of America, Great Britain, and Ireland. Physical features. County divisions. River basins, with the counties and towns included in them. Sea-ports and their commercial relations. Districts of special industrial pursuits and of the various branches of manufacture. British geography in relation to history. Geography in relation to commerce. Scripture geography. The various methods of projecting maps.

Drawing.

Text-books. Brown's Hints on Drawing. Binns' Orthographic Projection.

Course of instruction prepared by Mr. Brown.

I. Outlines from flat copies, 18 lessons. In one hour to be correctly and neatly drawn any subject, about as difficult as copying a drawing in outline of a branch of oak bearing four leaves.

II. Outlines from objects, 14 lessons. In one hour an outline from a chair, two or three vases, or any common article of furniture.

III. Practical geometry, 12 lessons. About 50 problems to be committed to memory, from Burchett's Practical Geometry.

IV. Perspective, 12 lessons. The pupil should be able to draw in perspective a hexagonal prism, position given, or any such object in one hour, distance of picture, height of horizon, and centre of picture being given. Ascertain the distance and height of an upright pole placed on the ground, distance of picture, and centre of picture given.

V. Drawing from memory, 12 lessons. In one hour an outline to be drawn from memory of any common object in general use.

VI. Mechanical drawing, 12 lessons. In one hour a plan, elevation, or any plane section of any simple object to scale. Any projection of the same in upper or lower plane. The projection in either plane of any curve in any given position in respect to the two planes.

Vocal Music.

Text-books.—Training School Singing Method by Weber. Training School Part Songs. Homerton College Hymnal with proper tunes. Currie's Elements of Musical Analysis.

1. Theoretical. Musical notation. Rhythmics. Melodies, and the principal major and minor scales.

2. Practical. The exercises perfectly. Application of the principles to psalmody and part songs. To write down, in correct time, short and simple passages as played.

Method and Mental Science in relation to it.

Text-books.—Currie's early and infant school education. Currie's principles and practice of common school education.

A course of lectures to be reproduced by the students, comprising :—

1. The principles and methods of teaching reading, writing, arithmetic, geography, and history.

2. The methods of organizing an elementary school, the composition of time tables, and school registration.
3. Expedients by which schools may approximate to a condition of self-support.
4. Questions of moral discipline and religious instruction.

School Practice.

The course of instruction extending over a period of 12 months has been divided into three sessions. Two of these have been devoted to the acquisition of knowledge; the third chiefly to practice in the model schools, under their respective teachers.

Criticism Lessons.

Lessons are given to the scholars collectively by the male and female students, the former under the superintendence of Mr. Powell, and the latter under the superintendence of Mr. Powell and Miss Rose.

All the students have to write sketches of these lessons, which are given in for correction.

Subjects.	No. of Lectures per Week.	Length of each Lecture. Hours.	Subjects.	No. of Lectures per Week.	Length of each Lecture. Hours.
1. Principal. Superintendence of college and schools; correspondence and arrangements for schools; general business of the Board; attendance at their meetings and recording their proceedings; correction of exercises; Conduct of domestic worship.					
English language -	4	1½	Reading, method, and mental science -	1	1
Religious instruction -	1	1			
2. Mathematical Tutor:					
Scripture history and geography - -	2	1	Arithmetic - -	2	1
Euclid - -	3	1	,, - -	1	2
Geography - -	¼	¼	Mensuration and mechanical drawing -	1	2½
,, - -	2	1	Spelling and dictation	3	½
Writing - -	¼	⅓	Algebra - - -	2	1
Repetition of poetry -	1	½	Mental arithmetic -	1	½
English history -	2	1	Astronomy - -	1	1
3. Superintendent of Female Department:					
Domestic economy -	3	1	English composition -	2	1
Geography - -	3	1	Arithmetic - -	3	1
Scripture history -	1	1	English history -	3	1
Astronomy - -	1	1	Repetition of poetry -	1	
Needlework, 4 hours per week.					
4. Teacher of Vocal Music and Gymnastics:					
Vocal music - -	5	1	Gymnastics, 2½ hours per week.		
,, - -	4	¼			
5. Teacher of Drawing:					
Drawing - -	1	3½			
6. Teacher of Juvenile Boys' School:					
Criticism lessons -	1	½			
,, ,, -	1	1			
7. Teacher of Juvenile Girls' School:					
Criticism lessons -	1	½			

The Holy Scriptures.

1. Geography of Palestine, and other countries connected with scripture history.
2. The life of our Lord Jesus Christ.

Astronomy.

General view of the heavens. Solar system. Form, size, and motions of the earth. Eclipses. Twilight. The tides. The calendar. Problems on the terrestrial globe.

Reading and Repetition from Memory.

1. To read a passage in prose and another in verse, with a distinct utterance, due attention to punctuation, and just expression.
2. To learn 300 lines of poetry, a portion of which each student will be required to repeat.

Economy.

Elementary questions in sanitary and other practical sciences of common application, and in political economy.

Book Keeping.

A set of accounts exemplifying single entry.

The following subjects are for male students only :—

Geometry.—The first two books of Euclid.
Mensuration.—Plane figures. Solids.
Algebra, as far as quadratic equations.
Latin.—The latin accidence and exercises in Principia Latina, Part I.
French Accidence.—Exercises in Hall's 1st French Book. Translation.

The following subjects are for female students only :—

Needlework.—1. Articles of plain wearing apparel. 2. Cutting out the above articles.
Domestic Economy.—Clothing. Food. Cooking. Laundry. Duties of servants. Practical rules for the preservation of health.

A special certificate is awarded to female students who pass an examination in the first book of Euclid, and in Algebra as far as simple equations; also for ability in translating from French or Latin.

Male Department.

Course of Instruction.

——	7.0–8.0.	9.30–10.30.	10.30–11.0.	11.30–12.0.	12–1.0.	2.0–2.20.	2.20–3.0.	3.0–3.30.	4.0–5.0.	5.20–6.0.	6.0–7.0.	7.0–8.0.
Monday	Latin. Script. Hist. 1 2 3	Scripture History. 1	Arithmetic. 1 2	English Language. 1	Recreation.	Writing. 1 2	Geography. 1 2	Spelling. 1 2	Vocal Music. 1	Vocal Music. 2 3		Arithmetic. 3
Tuesday	Euclid, Latin, Book-keeping. 1 2 3	English History.	Arithmetic, Algebra. 1 2	English Language 2		Writing. 1 2	Repetition of Poetry.	Dictation. 1	Vocal Music. 1	Vocal Music. 2 3		Algebra. 3
Wednesday	Arithmetic. Latin. 1 2 3	Mechanical and Perspective Drawing, Mensuration and Land Surveying.				Writing. 1 2	Geography. 1 2		Vocal Music. 1	Vocal Music. 2 3		Reading, Method. 1 2 3
Thursday	Latin, 1 Euclid. 2 3	Astronomy. 1 2	Arithmetic, Algebra. 1 2	English Language. 1		Writing. 1 2		3.15–4.0. Criticism Lessons.	Vocal Music. 1	Vocal Music. 2 3	6.0–6.30. Criticism Lessons. 6.30–7.0. Chanting alternate weeks.	Algebra. 3
Friday	Euclid, Latin, English Composition. 1 2 3	English History. 1	Arithmetic, Algebra. 1 2	English Language. 2		2.0–3.0. Physical Geography.		3.0–3.30. Mental Arithmetic.	Vocal Music.	5.20–6.0. French. 1	French. 2	
Saturday	Etymology. Geography. 1 2 3	9.30–11.30. Freehand Drawing.		Monday, 12.0–12.45. Saturday, 11.30–12.0. Gymnastics.	12.0–1.45. Freehand Drawing.							

To assemble in class-room at 6.30.

April 1867.

William J. Unwin, LL.D., Principal.

HOMERTON COLLEGE.

Female Department.

Course of Instruction.

—		7.0–8.0.	9.30–10.30.	10.30–11.0.	12–1.	2.0–2.20.	2.20–3.0.	4.0–5.0.	5.20.–6.0.	7.0–8.0.
Monday	To assemble in class room at 6.45.	Scrip. Hist. 1 Domestic Economy 2 3	Arithmetic. 1 2	Eng. Hist. 1 2	Recreation.	Writing.	Spelling.	Vocal Music 1	Vocal Music 2 3	Arithmetic. 3
Tuesday		Eng. Lang. 1 Etymology 2 Eng. Composition. 3	Geography 1 2	Arithmetic. 1 2		Writing.	Mental Arithmetic.	Vocal Music 1	Vocal Music. 2 3	Arithmetic. 3
Wednesday		Eng. Hist. 1 Domestic Economy 2 3	Needlework. 1 Scrip. Hist. 2	Astronomy 2		Writing.	Repetition of Poetry. 1 Domestic Econ. 2 3.15–4.0. Criticism.	Vocal Music 1	Vocal Music 2 3	Arithmetic. 3
Thursday		Eng. Lang. 1 Eng. Composition. 2 3	Geography 1 2	Arithmetic. 1 2		Writing.	2.20–3.30. Geography.	Vocal Music 1	Vocal Music 2 3	6.30–7.0. Criticism Lesson. Chanting alternate weeks. 7.0–8.0. Reading. Method. 1 2 3
Friday		Eng. Hist. 1 Domestic Economy 2 3	Arithmetic. 1 Eng. Hist. 2	Eng. Hist. 1 2		1.45–3.15. Needlework.		3.15–4.45. Criticism Lesson.	5.30–8.0. Needlework.	
Saturday		Scrip. Hist. 1 Geography 2 3	9.30–11.0 and 11.20–1.45. Freehand Drawing.							

April 1867

William J. Unwin, LL.D., Principal.

HUMERTON COLLEGE.

Female Department.

Preparatory Course of Instruction from September to December 1868.

—		7.0–8.0.	9.30–10.30.	10.30–11.	11.15–12.		2.0–2.20.	2.20–3.0.	3.0–3.30.	4.0–5.0.		5.20–6.0.	7.0–8.0.
Monday	To assemble in class room 6.30 a.m.	Dictation.	Arithmetic.	Scripture History and Geography.	English Language.		Writing.	Geography.	Spelling.	Vocal Music.	Recreation 4.30–5, 2nd class.	Vocal Music.	Arithmetic.
Tuesday		Geography.	Arithmetic.		„		„	„	Dictation.	„			History.
Wednesday		English History.	English History.		Dictation.		„	„	Repetition of Poetry.	„		„	Arithmetic.
Thursday		Domestic Economy.	Arithmetic.		English Language.		„	„	Spelling.	„		6.30–7. Chanting, alternate weeks.	Reading. Method.
Friday		English Grammar.	English History.		„		1.45–3.15. Needlework.		3.15–4.45. Criticism Lessons.	5.30–8.0. Needlework.			
Saturday		Dictation.	9.30–11. 11.20–1.45. Freehand Drawing.		11.0–11.20. Recreation.								

The classes from 7 to 8 a.m. and from 7 to 8 p.m. are for students as assistants in the practising schools.

September 1868.

William J. Unwin, LL.D., Principal.

HOMERTON COLLEGE.

Male Department.

Preparatory Course of Instruction from September to December 1868.

——		7.0–8.0.	9.30–10.30.	10.30–11.	11.30–12.0.	12.0–1.	2.0–2.20.	2.20–3.	3.0–3.30.	4.0–5.0.		5.20–6.0.	7.0–8.0.
Monday	To assemble in the class room at 6.30 a.m. 8.30 to 9.0 (1st class). Recreation from	Writing and Dictation.	Arithmetic.	Scripture History, and Geography.	English Language.	Recreation: Gymnastics from 12 to 12.30 (Monday).	Writing.	Geography.	Spelling.	Vocal Music.	Recreation from 4.30 to 5.0 (2nd class).	Vocal Music.	Arithmetic and Algebra.
Tuesday		Euclid.	"	Arithmetic.	"		"	"	Dictation.	"		"	English History.
Wednesday		Geography.	English History.		Geography.		"	"	Repetition of Poetry.	"		"	Arithmetic and Algebra.
Thursday		English History.	Arithmetic.		English Language.		"	"	Spelling.	"		6–6.30. Criticism Lessons. 6.30–7. Chanting alternate weeks.	Reading and Method.
Friday		Geography.	English History.		"		Physical Geography.		Dictation.			7.0–8.0 English Language.	
Saturday		Euclid.	9.30–11.40. Freehand Drawing.		Gymnastics.	12.0–1.45. Freehand Drawing.							

The classes from 7 to 8 a.m. and from 7 to 8 p.m. are for students as assistants in the practising schools.

September 1868.

William J. Unwin, LL.D., Principal.

REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, SCOTT NASMYTH STOKES, Esq., *on the* ROMAN CATHOLIC NORMAL SCHOOLS *at* HAMMERSMITH *for* SCHOOLMASTERS, *and at* LIVERPOOL *for* SCHOOLMISTRESSES.

MY LORDS,

IN obedience to your Lordships' instructions I have inspected the Roman Catholic institutions for training school teachers. At the Liverpool normal school for schoolmistresses, my colleague, Mr. Lynch, was present with me; at the Hammersmith normal school for schoolmasters I was alone.

The visits of inspection were paid in the course of September 1868.

HAMMERSMITH NORMAL SCHOOL.

HAMMERSMITH.

Staff.

The teaching staff in this college is composed in the same way as was reported by me for the previous year. But with a special view to the instruction of the preparatory class in a course of studies adapted to the admission examination, a third lecturer, or tutor, has been appointed in the person of Mr. Thomas Livesey, whose experience as a pupil-teacher, a student in training, and an efficient master, qualifies him to direct a class of candidates for admission. His health however seems to be far from robust.

New tutor.

Approaching change in principal.

A change of more moment is in contemplation, as the Rev. J. B. Rowe, who has held the principalship since the spring of 1861, retires from that office at Ladyday 1869. Mr. Rowe took charge of the college at a time of very great difficulty; both principal and vice-principal had resigned; the institution was heavily involved in debt; and pupil-teachers either would not compete for admission, or competed without the desire to succeed. Liberally supported by the Catholic Poor School Committee Mr. Rowe overcame all difficulties. Debts were cleared off, and a strict system of book-keeping introduced; the number of students was increased by means of the class of preparation, and their treatment so far modified as to make the training school attractive to youth. No sooner had his measures succeeded in filling the college with students than the changes of the Revised Code threatened new danger. Through this period of panic likewise he conducted it safely, and having again obtained a fair number of students and organized plans for keeping up the supply, he now withdraws from a post which he only accepted provisionally out of pure regard for public interests.

Principal ought to reside.

In Mr. Rowe's appointment there was one singular feature which should not be repeated. He did not undertake to reside in the college. Obviously such an arrangement was open to serious objection; and fear of evils that might possibly spring from it led to the adoption of domestic plans, which however necessary under peculiar conditions, scarcely seem calculated to promote economy or comfort.

No appointment of a successor has, so far as I am informed, been as yet made.

Number of students.

The accommodation, which amply suffices for seventy students, is not wholly occupied. There were thirty-nine young men in residence, six being in the second year of their course, twenty-two in their first year, and eleven in the class of preparation. Three of the students admitted after examination at Christmas 1867, failed to satisfy the principal, and had been re-moved from residence at Midsummer 1868. Great confidence was expressed in the conduct and perseverance of all the rest.

Preparatory class.

It had again been thought necessary to open a preparatory class to young men, whether pupil-teachers or not, desirous of becoming schoolmasters. Suitable persons are admitted to this class free of charge, as the whole cost of their maintenance and instruction is borne by the Catholic Poor School Committee. I retain the opinion that such a class ought not to be necessary; but as the managers of the college believe it to be necessary and generously support it, and as the unoccupied room is ample for its accommodation, I see no strong reason for pressing objections to it.

Prospects of masters.

Schoolmasters are growing more content with their position and prospects. The laborious and efficient men find that payment by results tends to increase their credit and their pay. Some who were scared away in the panic are returning to the employment of teaching. More lads offer themselves for apprenticeship as pupil-teachers; in short the many and considerable advantages of the teachers' lot begin to re-assert their influence. This improved feeling will, I hope, draw to Hammersmith a class of candidates qualified without further preparation to pass the ordeal of preliminary examination.

Entrance examination should be maintained.

The possibility of the abolition of this entrance examination was discussed. Although the college is far from full, and the entrance examination may operate to keep it empty, yet the officers all concurred in deprecating the abolition; they appear to think that the removal of the bar, which under your Lordships' authority now enables them to exclude the wholly ignorant and incompetent, would as a necessary consequence be followed by the admission of many

subjects totally unsuitable for training, and thus tend powerfully to degrade their special work and through it to injure primary schools. Their decided judgment seems to deserve consideration.

Premises. The premises are kept in good order, and maintained in substantial repair. Still the appearance of the old Brook Green House, the nucleus of the institution, gives indication, as I think, that a thorough painting and renovation will be required before long

Excellence of practising school. I have now for several years annually noted with particular pleasure the excellence of the Hammersmith practising school. It is a model of primary instruction. I only wish that its features could be so impressed upon the memory of the students, and the means taken to secure its excellence in discipline and instruction communicated to their intellect in so lasting a form, as to enable them to reproduce schools of the same type elsewhere. It is disheartening to find young masters fresh from the school where all is order, method, and cheerful docility, who are unable in their own schools to maintain ordinary discipline, and who even seem unconscious of its absence. It would seem that preparatory practice as pupil-teachers in schools really well conducted is essential as a foundation for the lessons of the training college.

Importance of apprenticeship.

Committee meeting. Upon the occasion of my visit to Hammersmith the managing committee was represented by Lord Petre, the Rev. Dr. Gilbert, and Mr. Allies. The Most Rev. Archbishop Manning also showed his interest in the training school by attending the meeting.

Performance in examination. In the annual examination held at Christmas, 1868, the students of the second year acquitted themselves *well* in composition, school management, reading, spelling, and penmanship; *fairly* in arithmetic, grammar, history, geography, and economy; *moderately* in mental arithmetic and music; and they *failed* in Euclid. The students of the first year did *well* in arithmetic, composition, school management, reading, spelling, and penmanship; *fairly* in grammar, history, geography, Euclid, and music; and *moderately* in mental arithmetic and economy.

Liverpool Normal School.

Liverpool.

Importance and difficulty of training school mistresses. The great difficulty experienced in procuring an adequate supply of trained schoolmasters has given to the training of schoolmistresses an importance which it would not otherwise have obtained. But for very considerable success indeed in rearing female teachers, the experiment of Roman Catholic training schools would have resulted in failure. Nor was the difficulty of dealing with the one sex lighter than the other.

In some respects the case of young women presented greater difficulty. The idea of a college so familiar as adapted to young men was, when training schools were established, foreign to any known scheme of female education. Parents who gladly sent their sons to such an institution often preferred to keep their daughters at home. Again it was notorious that whereas Roman Catholic trained masters might hope, if deserving of them, to rise into the best and most lucrative posts in primary schools, the trained mistresses would be generally excluded from the more important positions which throughout Great Britain are occupied by nuns. Nor were internal difficulties less formidable. An assemblage of girls over 18 years of age, few of whom had ever left home before or had enjoyed any opportunity of becoming acquainted with social usages, required for its successful management a combination of powers seldom found united. It is not therefore surprising that some of the earliest efforts created discontent and ended in disappointment.

Success of the Liverpool normal school.

Happily, in the case of the Liverpool normal school, all obstacles were early surmounted, and the success of the institution has never experienced a check.

Staff.

The teaching staff remains in the main the same as in 1867. But Miss Anne Ashhurst, who at that time was in delicate health and who died in the spring of 1868, has been succeeded by Miss A. Grainger, who was formerly employed as a governess here with great advantage, and again occupies her old post.

Students.

One student in the first year being found deficient in mental capacity to advance with the rest was advised to withdraw. The health of another student, who was in her second year, caused so much anxiety that she has been recommended to pass some time at home with permission to return to the college upon the recovery of strength and vigour.

There remained in residence 36 students of the second year and 30 of the first year. The desire of the managers is to reduce the total to 60, and I entirely concur in the wisdom of that decision.

Health.

Dr. Bickerton, the medical attendant, reports well of the health of students and governesses. He says:—

"This satisfactory sanitary condition of so large an institution is greatly due to the anxious care on the part of the management to avoid all possible causes which are so well known as resulting in disease, as well as to the minute and careful inquiries that are made into the family histories, and the previous as well as the present condition of the health of all who are accepted as pupils entering these schools; to the watchful attention and care in the house as to cleanliness, ventilation, dietary, and open air exercise; and lastly, to the proportioning the amount of

study rest, and exercise that each individual pupil is capable of bearing without interfering with their mental and physical powers. And it is to attention to the relative value of the mental culture to the physical condition that in my opinion is due the very satisfactory condition of the inmates of this school."

Premises. The excellent repair in which the premises are maintained, and the perfect order everywhere observed, leave nothing to be desired.

Practising school. The practising school is an exceedingly good one, though not of the largest class.

I am indebted to the head governess for the following report on the practice of students in teaching, and for the dietary table.

Liverpool Training College, September, 1868.

REPORT ON PRACTICE of STUDENTS in TEACHING.

(*a.*) *Time spent in School.*

Practice in teaching. SINCE the commencement of the present year, the second year students have attended regularly in the practising schools on four afternoons of each week, and their work has been thus arranged:—

First Quarter.—The students spent 1½ hours each day in teaching children preparing for 1st and 2nd Standards, in the girls' and infants' schools connected with the institution.

Twelve of the number were appointed to take (in turns) the entire charge during one week, of a small infant school attached to the chief practising school.

Second Quarter.—At the beginning of April, each student was entrusted with a division preparing for one or other of the six standards. This class she had to get ready for a private examination in one of the subjects of the Code.

Third Quarter.—The students have occupied themselves since Midsummer, more especially with the higher classes. Nine have given lessons every evening to classes of pupil-teachers in the first, second, and third years of their apprenticeship. Seven have taken sections in the schools preparing to pass examination in the higher subjects of instruction. The remainder have taught the Standard subjects to ordinary classes.

The time spent in the practice of teaching since Midsummer, has been on an average about 2½ hours daily.

In addition to this, the students have attended for 10 minutes every morning to mark registers in the practising school. Each student has kept a register of her own, similar to those used in the school, and each has marked the attendances and drawn out the averages for herself.

(*b.*) *Superintendence of students while teaching.*

As the students are employed in five or six schools in different parts of the town, the mistress of the practising school can only superintend those under her own eye. Nearly all, however, pass some portion of their time under her, as the classes are changed every quarter. The others are reported on to the mistress of method at regular intervals by the head-teachers of the schools which they attend. Each set of students is accompanied in its turn by a governess from the college, who listens to their lessons, and occasionally teaches a class in their presence.

The classes entrusted to the students between Easter and Midsummer, undergo a regular examination by the principal, towards the end of June each student prepares a schedule, and presents her scholars for passing in a prescribed portion of one of the three subjects of the Code.

During the first quarter of the year, model lessons are given weekly by two of the governesses, during the second and third quarters, the model lessons are replaced by criticism lessons given in presence of the mistress of method.

DIETARY TABLE FOR ONE WEEK.

Dietary.

Days.	Breakfast, 7½ a.m.	Dinner, 12½ p.m.	Tea, 4½ p.m.	Supper, 7½ p.m.
Sunday -	Coffee and bread and butter.	Roast beef; potatoes; plum-puddings.	Tea or coffee; and bread and butter.	Tea; bread and butter; and tarts.
Monday -	Ditto.	Meat-pies; pototoes; bread and butter puddings.	Milk and water; and bread and treacle.	Tea; bread and butter; rice puddings.
Tuesday -	Ditto.	Roast mutton; potatoes; batter pudding.	Ditto.	Tea; bread and butter; roast potatoes.
Wednesday.	Ditto.	Boiled beef; potatoes and carrots; pancakes or fritters.	Ditto.	Tea; bread and butter; rice; and fruit.
Thursday	Ditto.	Hashed or cold meat; potatoes; suet puddings.	Ditto.	Tea; bread and butter; and cheese.
Friday -	Ditto.	Fish or eggs; potatoes; rolled puddings.	Ditto.	Tea; bread and butter; and hasty pudding.
Saturday	Ditto.	Beef-steaks; rice; jam-tarts.	Tea or coffee; and bread and butter.	Tea; and currant loaf.

Committee.

The Rev. Thomas Cookson, Mr. Weld Blundell, and Mr. Allies, attended the meeting of the managing committee.

Performance in examination.

In the examination of Christmas, 1868, the performances of second year students were *fair* in music and *good* in every other subject of examination. The students of the first year were less successful; but they did *well* in mental arithmetic, school management, reading, spelling, penmanship, history, needlework, domestic economy, and music; *fairly* in arithmetic, composition, and history; while the marks given to their grammar were very low.

I have the honour to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

NOTICE.

The late Dr. Woodford, Her Majesty's Inspector of Schools, was charged by Their Lordships with the duty of reporting on the Church of Scotland Normal School, at Edinburgh, for the year 1868, and had, with the assistance of his colleague, Mr. Middleton, examined the students orally in Reading and Teaching, with a view to the examination for certificates at Christmas last. He died before the usual time at which the inspectors send in their Reports on Normal Schools, and no such Report was received from him. Dr. Woodford had been upwards of 18 years in the public service as one of Her Majesty's Inspectors of Schools, and was an officer of great experience, integrity, industry, and ability.

Education Department, Whitehall,
May 1869.

Report, *for the Year* 1868, *by Her Majesty's Inspector*, John Gordon, Esq., *on the* Church of Scotland Normal School, Glasgow.

My Lords, Edinburgh, March 1869.

The examination of candidates for certificate in December, 1867, resulted in the success of all the students, male and female, who had attended the seminary in the session then ending; and shortly thereafter, all of those who then quitted the seminary at the end of their second year found occupation as teachers. The schools to which they were appointed are of the following descriptions:—

	Male.	Female.	Total.
Assistantships in Parish or other schools	20	2	22
„ in Subscription schools -	0	2	2
„ in Assembly schools -	4	0	4
„ in Female industrial -	0	5	5
Female departments in mixed schools -	0	11	11

Limited admission to the seminary.

The candidates for admission in session 1868, were 94 in number, viz., 57 males, 37 females; the number declared admissible, 75; the number admitted, 61—male and female in nearly equal proportion. The selection for admission, when not determined by marked superiority of merit, was favourable to those who had completed apprenticeship as pupil-teachers; and the restriction in the number admitted was in accordance with the rule which the managers have thought it proper, in present circumstances, to adopt. That rule, however, has been somewhat relaxed in the admission for session 1869, and to the effect just mentioned.

The two objects of Normal training.

The large and somewhat excessive number of those that lately sought admission to the seminary is not without obvious significance. It shows that the prevailing notion of what the seminary, in its peculiar character, offers for instruction, is correct; that it is viewed as serving two distinct purposes—not merely that of training to methods of tuition, which perhaps was the primary conception of its object—but also the purpose of imparting an adequate knowledge of all that is requisite to be taught in the common elementary schools. This latter function of the seminary is occupied with what is certainly first in the right order of study, and requires by much the greater portion of the student's time and attention. He enters, indeed, with a certain knowledge of all the subjects of the programme, but considers that

an elementary teacher should himself be yet more largely and thoroughly instructed in all such matters. He perceives, too, how convenient it is, that all which he requires in that way can be obtained within the walls of a single school. It is this that forms the great attraction to a Normal seminary; and the two years' attendance there is not grudged, because seen to be not more than is quite necessary. If method were the whole, or even the greater part, of what the normal school has to give, there can be no doubt that the voluntary resort to it would be of very much less amount than it hitherto has been.

The changes introduced in the management of the school in the course of the last year have been very considerable.

Changes: Physical Science introduced.

I. Physical Science has now been added to the programme of the normal department, and assigned as a regular portion of his duties to the master of the mathematical branches. The inducements to this course were, the approbation of the plan when submitted to your Lordships; the perfect competency of the teacher, Mr. Dixon; the ample apparatus at his command; the avidity with which the students accepted the proposal; and, above all, the obvious advantage to them and to the schools they will afterwards have in charge, from their possession of some good knowledge of such subjects. At the same time, it was matter of satisfaction to the managers, that they could, in so far, co-operate with the Department of Science and Art. The male students have in consequence received lessons in inorganic chemistry one evening for 2 hours in the week, and occasionally throughout the session for an hour or two on Saturday. The course on that subject cannot fail to contribute much to the *general* culture of the students; an object to be always steadily kept in view at the seminary.

Supplementary practice.

But as all the science so taught bears directly on some relative art, some observation of the actual practice of that art forms a necessary complement to the lecture. "Every "true science bears necessarily within itself the germ of a "cognate profession." And so it is that the master of the branch mentioned observes,—

"As it is indispensable that a teacher of chemistry should be able to elucidate his subject effectively by experiments, I endeavour as far as possible to afford the students opportunities of exercising themselves in manipulation. For the present a few of them are employed in assisting me in the preparation of class experiments, but later in the course, I shall be able to engage the whole class in performing simple qualitative analyses. The chemical student has, moreover, in the Industries of Glasgow, an ample field for witnessing the operations of technical chemistry; and I trust to be able to procure for the students admission to some of the chief chemical works of the city."

These visits to the workshop, the factory, the printfield, supply the best illustrations of the school lessons, and deepen the impression of them—it may be hoped to some good future purpose.

Might not the students with advantage visit other works, the operations in which do not depend on anything in the particular branch of science in which they are instructed at the seminary? For the most part, the process of a useful art is pretty easily understood, and always it may be made a subject of pleasing intellectual interest. It is not well, indeed, for any one, teacher or not, to be incurious about any sort of industry that contributes much to the common good. A great authority recommends as part of a liberal education, the teaching and practice of some handicraft; something less may well suffice for the Normal school students. And yet their visits to works of Industry, under direction from the Normal school, as well as the lecture on physical science, though both limited in their scope, may fairly be considered as of the nature of actual technical instruction.

Lectures on teaching.

II. The principles and practice of teaching and school-keeping have engrossed more attention during the last year, than at any former time. To the second year students, the rector has given a course of formal lectures on these subjects—with the benefit of all the aid he could derive from some of the best foreign writers on Popular Education, Braun, Rendu, &c.; and to the students of the first year, a reduced course of the same sort. He adds commonly to the interest of his lecture by connecting the principles of which he speaks with the lives and characters of the men that mainly represent them. The effect is seen in the results of the Christmas examination on school management, which, for the last year, show a better per-centage of "excellent or good," than had been usual before. These lectures of the rector are occupied exclusively with the methods of tuition which are applicable to all subjects, and with other general principles of school management; such being the portion of this extensive subject which he has fitly chosen for himself.

Practice of teaching.

Another step in the course of his professional training brings the student into the practising school. The few formal lectures given in 1867 by each master of the practising department on the *special* methods applicable to the teaching of his subjects, have, after some trial, given place to actual examples of the teaching practised by each; the sufficiency of which is secured by the observations that follow from the rector. The rector adds that, "the work

" actually done by each student in the practising depart-
" ment is recorded at the end of each quarter, and the
" results expressed in a tabular form, show at once what
" the merits of the student as a practical teacher have been
" throughout the session." The greater attention given by the students during the last year to the practice of tuition was seen in the trial of their skill in that way as part of their examination for certificate. There was, in general, a marked improvement in the method and fulness of the lesson; and more frequently, the choice of the subject was made from Natural History or Natural Science, or some manufacturing art, showing more leaning to matters of useful or technical knowledge. The text-books from which they prepared for this exercise, were, among others, some of the advanced reading-lesson books; and there can be no doubt, that the habit of so fixing their attention upon the subject-matter of reading lessons must tend to produce the same among the children of the schools they are afterwards to have in charge.

It thus appears that the more regular instruction in the principles of teaching lately introduced has not had the effect of lessening the attention given to the practice of tuition, but the reverse. And this is well, for the science of such a subject cannot well remain long in its abstract state, and, without recourse to immediate examples in school practice, it may even be considered as of questionable importance—at least in that position.

Library: one of its uses.

It may still be noticed as part of the special instruction here given, that a library of school books and other school literature has been formed for the inspection and use of the students. On the comparative merits of these books, the students are not specially instructed by any of the masters, but the number of them affords to themselves a means of comparison which they would not otherwise have had; and this is matter of some moment, considering how often the choice of such books for the common schools is not the best, and how often the choice falls to be determined by the teacher.

Changes in teaching: (1) Mathematical geography.

(2) Industrial work.

(3) Subjects of the standards.

III. The changes that have taken place among the other subjects of instruction during the last year, are these: (1) the mathematical geography has received more attention from the fitter arrangement of placing it in the hands of the mathematical master; (2) in the Female Industrial Department less attention has been given to the ornamental and more to the merely useful branches of needlework, as shaping, cutting-out, making of wearing dresses, &c. for the student's own use; (3) the three primary subjects of Art. 48,

which, before were taught incidentally, have been raised more to the class of distinct regular branches in the practising department, a course of each being now given at a stated hour. This is an example that may well be followed in the common schools; and with reference to it, the rector in one of his lectures, quotes as follows from a distinguished foreign educationist:—

"I perceived how much higher a degree of interest and power is obtained by a persevering attention to the elementary parts, until they be perfectly familiar to the mind; and what confidence and interest the child is inspired with, by the consciousness of complete and perfect attainment even in the lowest stage of instruction. Never before had I so deeply felt the important bearing which the first elements of every branch of knowledge have upon its complete outline, and what immense deficiencies in the final result of it must arise from the confusion and imperfection of the simplest beginnings."

(4) Latin.

(4.) For the first time, all the male students in the course of the last year received some instruction in Latin. At all times it had been deemed desirable that this branch should be as well-established in the seminary as any other, seeing if for no other reason, that it was not uncommon in many of the schools which the students were afterwards to occupy. But the difficulty as often stated was that, on entering the seminary, few had any or sufficient knowledge of that subject; that one or even two years' attendance at the seminary could not do very much for them in that respect,—while other and even more essential matters claimed so much of their attention; and that at 19 or 20 years of age the study of that language commences commonly too late. It was found, however, that of the 31 males enrolled for session 1868, 17 had taken the Latin part of the examination paper, and that some of the rest were not ignorant of that subject. Here, then a better occasion had arisen than before for making this branch a subject of study at the seminary, especially as two of the 17 had already attended each two sessions at a university, and all had been pupil-teachers probably encouraged to the study of this branch by the examination upon it offered in each year of their apprenticeship. There was here, also, a better opportunity than had been given before, for establishing, in this respect, that threefold conformity which the managers have always sought to maintain betwixt the teaching of the seminary, the practice of the parish and other schools, and the requirements of the Code (67–8) in regard to the qualifications of candidates for admission, and of pupil-teachers.

Increased attention to that branch.

The students of both years were assembled for the Latin instruction in two classes, and the lessons occupied about two hours weekly. The managers are well aware how little in

these circumstances can thus be done for any very considerable progress in this branch.

Farther instruction desirable before entering seminary, or after leaving it.

They, however, have always considered that, outside of their seminary, the means of any needed secondary instruction are abundant, as at the universities, and they have greatly desired, that at least a select portion of the students should be enabled to obtain such instruction after they leave the seminary, if not before they enter. Of the 21 male students who left it in December last, several mentioned their ambition to have that advantage, and their expectation of getting it,—they having at the same time the requisite amount of attainment to meet an entrance examination for at least the Humanity class at a university. But the fact remains, that others who left the seminary equally well informed and equally capable, were without the same hope of being enabled to pursue their studies further. Could they be assisted to do so, an invaluable supplement would thereby be supplied to the Normal school teaching. The means of such assistance might, perhaps, be found in the school fund, were the public grant increased for success in any branch of the secondary instruction, in somewhat the same manner as provision is made for increase of the grant in the common schools under Art. 54*c*, and also in the same manner as special grants for encouragement to the higher branches are recommended by the Scottish School Commission.* In that case, an exception might be made to the rule as to the immediate acceptance by students on quitting the seminary, of offered employment as teachers. Educational institutions there are that thus provide for the university education of their most promising pupils, when they leave these institutions after the due time of their attendance there. Bursaries to the university from funds raised by voluntary subscriptions are awarded by County associations on the competitive examination of pupils sent from schools within the bounds of the respective counties. "Might not these "bursaries," says a student, "or some of them be granted "at the end of our normal training to the best of us who "may have come from schools in the county from which "the bursary proceeds." It need scarcely be added that a direct extension of the grant to the aid of students at the university, could that be obtained, would be the surest and best way of attaining this very desirable object.

In any event, the managers deem it indispensable that the term of attendance at the seminary should not be reduced, and also that during its continuance, it should not be partially

* Third Report, p. xi.

interrupted by transference of the students to any other seminary of whatever rank. Those qualified to enter the university are but few, without adding in a very unwelcome degree, to the merely elementary work of the university professors,—while the absence of the best qualified from the seminary would be of material disadvantage to the rest, and otherwise disturb the necessary arrangements. One instance indeed, there was of students during their stay at the normal school getting part of their instruction at a university. This was in 1853, when 10 students at the Edinburgh Normal School were selected to attend the lectures on Agricultural Science given by Professor Low in the University of Edinburgh. But the exceptional circumstances in that case were, that instruction of that kind was then deemed necessary in the particular state of the small possessions in the Highlands, and could not possibly be had at the normal school, and that it was given at the university, only at a late hour, after all the day's work of the normal school had been completed.

Reference to former teaching of Agricultural Science.

(5.) For the reasons formerly stated, the managers, at the close of the last session, recommended to the students to visit some of the well-taught schools in Glasgow and the neighbourhood, more resembling those which they will afterwards have in charge than the practising department of the Normal can possibly be. Some of them were visited accordingly,—and though the time so spent was but limited, the students cannot fail to profit by the examples of school practice which they there witnessed. It is now intended to offer and to urge the opportunity of seeing well-taught schools in the town and neighbourhood, not at the close, but occasionally in the course of the session, when it may be accepted by all and with more advantage.

Visits of students to other schools.

IV. It is plain, that the practising department must serve its purpose as a place of teaching for the students pretty much in the same degree in which it serves as a common school for the children that attend it. It was attended on the latest occasion of inspection by 754 children, and the examination under the six standards of the Revised Code give 97½ per cent. of passes overhead of the whole school. It is added in the special report that "the progress in religious knowledge, grammar, geography, and the rules of proportion, interest, and fractions, correspond pretty nearly to the progress in the subjects of the standards," and that freehand and map drawing, physical geography, British history, and vocal music are also among the subjects of instruction.

How far practising department serves its purpose as a branch of Normal school.

V. The results of the examination of students for certificate of merit held in December last, are as follows:— Results of examination for certificate.

—		Number presented.	Passed in				Failed.
			1st Class.	2nd Class.	3rd Class.	4th Class.	
Males	2nd year	21	9	8	4	—	—
	1st „	29	15	14	—	—	—
Females	2nd „	25	18	7	—	—	—
	1st „	30	4	18	8	—	—
	Total	105	46	47	12	—	—

The tabulated results of that examination show on the whole a marked improvement on the subject of school management. The per-centage of candidates who obtained marks of "excellent or good" on that subject in the two years 1867 and 1868, is as follows:—

—		1867.	1868.
Males	2nd year	4·16	—
	1st „	16·66	27·57
Females	2nd „	—	32·00
	1st „	—	36·66

There is also a marked improvement in the geography of the second year females; but on the whole the per-centage of "excellent or good" on the subjects of geography and history continues low. The reading in History appears to have been again too little directed upon those parts of it which have happened to occupy the examination paper. "I wish," says the rector, "it could be thought suitable to "name in the syllabus some Standard text book or books for "this subject."

VI. The auditor supplies the appended account of the income and expenditure for the last year, showing a balance on 31st December last, in favour of the school fund, of 596*l.* 3*s.* 6*d.* Funds.

I have the honour to be, &c.

JOHN GORDON.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix.

Abstract of Accounts from 1st January 1868 to 31st December 1868.

Practising Schools.

Dr. *Cr.*

Charge.	£	s.	d.	Discharge.	£	s.	d.
To School Fees received -	1,105	9	8	By Teachers' Salaries - -	654	5	0
				„ Books, Apparatus, and Stationery - - -	20	10	2
				„ Fuel and Lights - -	27	3	4
				„ Replacement of Furniture, and Repairs to Building - - -	115	12	6
				„ Servants' Wages - -	28	10	0
				„ Household Expenses -	22	4	10
				„ Printing, Postages, and other Office Charges -	34	1	5
				„ Taxes, Insurance, &c. -	30	18	7
				„ Balance - - - -	172	3	10
	1,105	9	8		1,105	9	8

Training Department.

To Grants from the Committee of Council on Education - - -	3,091	0	2	By Balance on 1st January 1868 - - - -	80	9	11
„ Fees of Students paid by themselves or their relatives - - -	5	15	0	„ Salaries of Teachers -	1,126	5	0
„ Collections made in Churches for the General Purposes of the Training School -	250	0	0	„ Books, Apparatus, and Stationery - - -	275	0	6
„ Students for Books sold to them - - -	237	0	0	„ Printing, Postage, and other Office Charges -	42	3	0
„ Interest on Bank Account - - - -	9	12	3	„ Board of 1 Janitor, 105$\frac{8}{12}$ Students, and 3 Servants - - - -	1,333	0	0
„ Balance from Practising Department - -	172	3	10	„ Wages of 4 Servants not engaged in Instruction - - -	47	4	6
				„ Fuel and Lights - -	18	6	0
				„ Medical Attendance for 105$\frac{8}{12}$ Students - -	34	15	6
				„ Replacement of Furniture and Repairs to Buildings - - -	146	12	11
				„ Rent, Rates, Taxes, and Insurance - - -	25	12	10
				„ Household Expenses -	33	15	7
				„ Church Seats - - -	6	2	0
				„ Balance in Royal Bank, 586*l.* 18*s.* 6*d.*; in Treasurer's Hands, 9*l.* 5*s.* -	596	3	6
	3,765	11	3		3,765	11	3

List of Students who left the Glasgow Church of Scotland Training College, Christmas 1867.

I.—*Male Students.*

Names.	Appointments.
William Armstrong -	Assistant, Riccarton Parish School.
Ebenezer J. Blackwood -	Assistant, Wishaw Public School.
Neil Brodie - - -	Assistant, Lochwinnoch Parish School.
William Brown - -	Assistant, Gartsherrie Works School.
William Chalmers - -	Assistant, Keith School, Upper Keith, Haddington.

Names.	Appointments.
William Donald	Assistant, Crawfordjohn Parish School.
Daniel Forbes	Assistant, Dundyvan Academy.
David Frew	Grougar General Assembly's School, Galston.
Andrew Granger	Assistant, Airdrie Academy.
James Guthrie	Lovelane General Assembly's School, Dalry.
William Hume	Assistant, Lugar Iron Works School.
David Hutcheson	Assistant, Stirling Burgh School.
Thomas McCrorie	Burnside General Assembly's School, Dalry.
George McDougald	Newton General Assembly's School, Pencaitland.
James McMaster	Assistant, Hutchesontown Sessional School, Glasgow.
William McMenan	Assistant, Dundyvan Academy.
Hugh Martin	Assistant, Kilsyth Parish School.
Thomas Moffat	Assistant, Dunbarney Parish School, Bridge of Earn.
Thomas Morrison	Assistant, Hawick Grammar School.
Andrew Muir	Assistant, Eastwood Parish School.
William Pitcairn	Assistant, Falkirk Parish School.
Thomas Reid	Assistant, Mauchline Parish School.
James Shaw	Toward General Assembly's School, Dunoon.
James Struthers	Assistant, St. James's Parish School, Glasgow.

II.—*Female Students.*

Ann Addie	Infant and Industrial School, Ecclefechan.
Elizabeth R. Barr	Female Department, Denny Parish School.
Maggie J. Black	Female Department, Chalmers' Sessional School, Glasgow.
Jane Cameron	Crocketford Female Subscription School, Dalbeattie.
Janet Campbell	Lethnot School, Brechin.
Annie Ewing	Female Department, Girthon Parish School, Gatehouse of Fleet.
Janet Gibson	Female Department, St. Mungo's Freeland School, Glasgow.
Barbara Hastie	Female Department, Overtown Public Works School.
Annie Kerr	Dunlugas School, Banffshire.
Janet McClure	Drochduil Female School, Glenluce.
Agnes McConechie	Female Department, Oswald and Kirk Sessional School, Kirkintilloch.
Margaret McCreath	Female Department, Kirkoswald Parish School.
Annie McNaughton	Kersland Barony School, Dalry.
Catherine Mitchell	Assistant, Female Industrial School, Govan.
Mary Paul	Muirside Subscription School, Kinnell.
Mary Service	Assistant, Ardrossan Parish School.
Elizabeth Speirs	Female Department, Bridgeton Parish School, Glasgow.
Annie Stirling	Dickson's School, Paisley.
Catherine Taylor	Female Department, Cathcart Parish School.
Elizabeth Wilkie	Bargeddie Female School, Airdrie.

RESULTS of DRAWING EXAMINATION.—November 1868.

—	2nd Year.		1st Year.		Total.
	Males.	Females.	Males.	Females.	
Number taught - -	20	25	29	30	104
Number examined -	20	25	29	30	104
Number who passed in one or more subjects.	20	25	28	23	96
Number of certificates granted.	10	1	1	—	12
Number of prizes awarded -	17	4	19	7	47

NUMBER of STUDENTS.—Session 1868.

—	2nd Year.	1st Year.	Total.
Males - - -	21	29	50
Females - - -	25	30	55
Total -	46	59	105

APPOINTMENTS of STUDENTS who left December 1867.

—	Males.	Females.	Total.
Assistantships - - -	20	2	22
Subscription schools - -	—	2	2
General Assembly's schools -	4	—	4
Female departments in mixed schools.	—	11	11
Female Industrial schools -	—	5	5
Left the profession - -	—	—	—
Waiting appointments - -	—	—	—
Total - -	24	20	44

REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, JAMES CUMMING, Esq., LL.D., *on the* FREE CHURCH TRAINING COLLEGE, EDINBURGH.

MY LORDS,

General character.

IN submitting to your Lordships my report on the Edinburgh Free Church Normal school, I am glad to state generally that the operations of the institution have been conducted during the past year in a steady, skilful, and effective manner. The conduct of the students and of their instructors has been, so far as my observation and knowledge extend, creditable to themselves and satisfactory in relation to the public interests.

Individual lecturers.

There has been no alteration during the last year in the staff of lecturers and teachers. The principal has, as formerly, conducted the training in scripture and religious knowledge, and in methods of school instruction and management.

I devoted three days, from the 19th to the 21st October, to hearing the various lecturers. As there are four different classes of students, the males and females, senior and junior, I heard most of the lecturers discourse and examine on more than one subject. Thus the principal examined the junior male class on a passage on one of the Gospels in a clear and impressive manner, and I heard him also to the senior male students on school management on the formation of time-tables and the tripartite system. The exposition was simple, lucid, and interesting.

Mr. Steele lectured to the junior male students on the Greek verb, and, I have no doubt, helped to lay in the minds of many of them that accurate foundation of classical knowledge by which they may afterwards make the elementary school a stepping stone to the studies of the university. On another occasion I heard him examine the senior class in the "Merchant of Venice," directing his observations chiefly to the *language* of the poet—its etymology and the force of its particles.

Mr. Kennedy lectured on various subjects. One of these was English history. The period under consideration was the reign of Edward VI., and the class was that of the second year's female students. The subject was simply and deliberately treated, and seemed to have been carefully studied by the class. An examination by the same lecturer on astronomy was well prepared and adapted to the attainments of the class of senior male students.

I heard Mr. Lees instructing and examining the first year's male students in the higher rules of practical arithmetic. The students showed acquaintance with good methods and expertness in calculation. The same lecturer instructed the second year's students in the elements of trigonometry and the resolution of triangles. The subject seemed to interest the students and to be made intelligible to them.

In English and history I heard the junior female students taught by Miss Shanks, whose own observations were lively and well expressed, and calculated to improve the students.

Miss Millar still superintends the instruction in domestic economy, and Miss Cooper in needlework, with ability and good results.

Instruction in music

Besides a lecture by Mr. Strang on some peculiarities of ancient ecclesiastical music, to which I, as well as the students, listened with interest; I heard him on modulation, and witnessed the exercises of the students in writing to dictation, or rather to musical expression. I trust that this may be the foundation of a system of instruction in music in many of our common schools. I do occasionally hear in the course of my inspection of elementary schools the melodies and rounds which the teacher has acquired at the normal college, and I sometimes witness the use of the modulator, and it is not improbable that these exercises are more general than I am aware of, for the examination of what are commonly considered the *essential* branches of education often occupies so much of my time that I cannot find room for the ornamental branches, even if the scholars were in a condition to exhibit them. But I have no doubt that many of the teachers trained in this institution are qualified both by natural talent and acquired information to communicate musical knowledge and to cultivate musical taste among the pupils of a common school.

and drawing.

In relation to drawing, I have to repeat the strong opinion I formerly expressed of the talent, energy, and skill of Miss Ashworth. With respect to the ability of Mr. Hodder, the drawing *master*, instead of giving any opinion of my own, I beg to quote a statement with which I have been favoured by Mr. Paterson, the principal of the institution.

> "The Science and Art Department, South Kensington, in the course of the last year awarded money prizes to the most successful teachers connected with the Department throughout the country. The highest prize was one sum of 50*l.*, which was given for the most satisfactory results of Art instruction as tested by the examinations of the Department; this prize was gained by Mr. Hodder."

Criticism lessons.

Besides hearing the lectures, I accompanied the principal to a specimen of the trial lessons of the students. Two of

these gave lessons to a class of the practising school on interesting subjects. When the lessons were finished, and the class withdrawn, one or two of the other students were allowed to express an opinion regarding them, and the principal himself concluded with remarks, both on the lessons themselves and on the criticisms of the students. This practice of criticism by fellow students is one of pretty ancient date, and is now less frequent than it once was. The chief advantage of it is probably to enable the presiding judge to correct erroneous ideas which have occurred to the juvenile critics. The observations of the principal himself were judicious and instructive.

Results tabulated.

The results of the annual training, as indicated by the numbers who passed in the December examinations, may be exhibited in a tabular form.

	Presented.	Passed.				Failed.
		1st Division.	2nd Division.	3rd Division.	4th Division.	
Males:						
Second year -	22	6	6	8	—	2
First year -	23	9	14	—	—	—
Females:						
Second year -	23	13	9	1	—	—
First year -	39	5	27	7	—	—
Total - -	107	33	56	16	—	2

This is scarcely so favourable as the results of last year. Yet that 89 out of 107 should have passed in the first or second division cannot be considered unsatisfactory.

Results in particular subjects.

When we look into the tabulated results on particular subjects, it will be found that on the most essential points the per-centage of passes is high, for example, on school management, teaching, religious knowledge, reading, penmanship, and arithmetic; and on the side of the female students, in needlework and domestic economy.

The female students of the second year still hold a prominent place in the first division. But among the male students it may be observed that those of the first year have, on the whole, obtained higher marks than those of the second. I trust that this argues well for the success of the senior class of the current year.

The results in regard to the examinations on history are still curious, and I do not pretend to account for them. The female students of the first year have only a per-centage of

10·25 who pass as fair, and none above that mark; while the male students of the same standing have 78·26 per cent. who rank as fair, and 8·7 who are reckoned good or excellent. A corresponding disparity between the male and female junior students exists in regard to geography; but of the female students of the second year, 73·92, or about three-fourths, rank as excellent or good, and the remaining fourth as fair in connexion with the same subject.

Employment of former students.

I beg leave to subjoin to this report a list which has been furnished to me of students who left this institution in the month of December of the years 1866 and 1867, with the schools to which they were appointed. From this list, as well as from the observations which I have already made, it will be apparent, I think, that the institution has done good service to the State. Amidst the schemes which are announced for the promotion of national education, I could wish that more distinct provision were made for the perpetuation of this benefit. Among the clashing interests and selfish and unworthy considerations which mingle themselves with the discussion of the national question, I wish that I saw the benefits of such institutions more clearly recognized. They have been the means of sending into the field of educational labour men and women of ascertained character, of fair attainments, of professional skill, such as I do not find any other system providing with equal certainty. It would be a sad day for the country if, amidst the whirl and strife of factions, such institutions should sink into feebleness and annihilation.

Importance of such institutions.

I have the honour to be, &c.

J. Cumming.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix.

List of all Students who left the Edinburgh Free Church Training College in December of the years 1866 and 1867, with the Schools to which they were appointed.

December 1866.—*Male Students.*

Adamson, George P.	Portmoak Free Church School.
Archer, William	Assistant, Arbroath Parochial School.
Bissett, James	Assistant, Free South Church School, Aberdeen.
Boyd, John	Assistant, Free South Church School, Aberdeen.
Bruce, John	Assistant, St. Andrew's Presbyterian School, Birkenhead.
Clarke, Robert	Assistant, Kilblain Academy, Greenock.
Dall, Alexander	Assistant, Tillicoultry Academy.
Finlayson, Robert	Assistant, Langholm Free Church School.
Fitzgerald, James D.	Practising School, Moray House.
Gillies, Walter	Kinfauns Free Church School.
Graham, Robert	Assistant, Madras Academy, Cupar.
Hardie, James	Assistant, Free St. Paul's, Edinburgh.
Hislop, John	Brampton British School, Carlisle.
Jack, John	British School, Waterhouses by Crook.
Lamb, Alexander	Assistant, Forfar Academy.
Leitch, James	Collace Free Church School.
Low, James	Aberuthven Free Church School.
McGregor, Donald	Ecclefechan Free Church School.
Maclean, John	Hatherlow British School, Stockport.
Mauchline, Robert	Gisborough British School.
Mitchell, James	Assistant, Callander Free Church School.
Sharp, James	Fyvie Free Church School.
Sim, William	Assistant, Ferry-Port-on-Craig, Free Church School.
Spence, William	Kielder School, Falstone.
Smith, James K.	Assistant, Lochies School, Burntisland.
Stephen, James W.	Langholm Free Church School.
Sutherland, George	Private School, Oxford.
Watson, Robert	Mary-Culter Free Church School.

December 1866.—*Female Students.*

Anderson, Isabella	British School, Etruria.
Bain, Helen	Rothiemay Free Church School.
Blackhall, Mary	At home.
Boyek, Mary	Married.
Cruikshank, Jane	Kinmuck Free Church School.
Cuthbert, Mary	Bath Lane Union School, Newcastle.
Donald, Maggie	Pitcaple Free Church School.
Ferguson, Elizabeth	Assistant, West Fountainbridge School.
Fife, Margaret	Free Church School, Wick.
French, Margaret	Drumblade Free Church School.
Gibb, Elizabeth L.	Comrie Infant and Industrial School.
Hutcheson, Christina J.	Earlsferry Female School.
Johnstone, Elizabeth	Free New North Infant School, Edinburgh.
Johnstone, Mary Anne	Assistant, Wilson Territorial School, Dundee.
Leitch, Jane	Infant Department, Public School, Wishaw.

McIntyre, Margaret - Chesterfield National School.
McRae, Catherine - Upper School, Home and Colonial, Gray's Inn Lane.
McRostie, Margaret - Free Tolbooth Female School, Edinburgh.
Meek, Jessie - - Assistant, Private School, Kendal.
Moir, Maria Scott - Lady Kintore's School, Inverurie.
Nicholson, Isabella - Haltwhistle School, near Hexham.
Phillips, Sarah - - Undenominational School, Birmingham.
Robb, E. B. - - Private School, Kendal.
Robertson, Isabella - Thurso Free Church School.
Smith, Elizabeth M. - Dead.
Thomson, Jane - - Panmure Institute, Carnoustie.
Wilson, Jane - - Free High Church School, Edinburgh.

December 1867.—*Male Students.*

Anderson, James - Assistant, East Free Church School, Aberdeen.
Davidson, Robert - Chapel Free Church School, Dunikier.
Fairbairn, James - Roslin Free Church School.
Falconer, Alexander - Assistant, Presbyterian School, Woolwich.
Ferrier, James - - Girvan Free Church School.
Fraser, James - - British School, near Manchester.
Fyfe, Miller - - British School, Darlington.
Galbraith, Adam - Salford Presbyterian School, Manchester.
Geddes, Robert F. - British School, Waterhouses by Crook.
Jackson, James - - Assistant, Presbyterian School, Manchester.
Keys, William - - Forgue Free Church School.
Low, Alexander - - Practising School, Moray House.
McDougall, Robert - Gargunnock Free Church School.
McIntosh, Robert A. - Fort William Free Church School.
McKenzie, Donald - Assistant, Educational Institute, Lerwick.
McLaren, Thomas - Assistant, Private School, Sunderland.
Robertson, John - Assistant, Woodside Free Church School, Aberdeen.
Robin, Peter - - Burnside School, Fife.
Sutherland, John - Canisbay Free Church School.
Todd, Andrew - - Culsalmond Free Church School.
Tough, James - - Assistant, Abbey Academy, Dunfermline.

December 1867.—*Female Students.*

Anderson, Agnes - Mossie Hillock School, Banchory.
Boyd, Jane - - Carnoustie Subscription School.
Burt, Mary - - Assistant, Thurso Industrial School.
Cadenhead, Margaret - Stornoway Free Church School.
Carstairs, Isabella - South Leith Free Church School.
Donaldson, Margaret - Armadale Free Church School.
Giles, Jane - - - Assistant, Dr. Bell's Female School, Aberdeen.
Gordon, Agnes - - Junior Department, Freuchie Subscription School.
Hall, Jessie L. - - Stoney Wood Works School, Aberdeen.
Hall, Mary Anne - Dead.
Hill, Sarah E. - - Female Department, Kilpatrick Parish School.
Howden, Agnes - - Infant School, Oakview, Alderley Edge.
Hughes, Jessie - - Assistant, Private School, Bath.
Hume, Annie - - Infant Department, Pilrig Free Church School.
Jack, Mary D. - - Ladhope School, Princes Street, Galashiels.

Jackson, Elizabeth	Bradford Road Methodist School, Manchester.
Johnstone, Helen	St. Ninian's Infant School, Leith.
Leslie, Jane	Castle Street Mission School, Montrose.
McGlashan, Annie	Infant Department, East Free Church School, Aberdeen.
McKenzie, Charlotte	Stocksbridge School, Sheffield.
McKinnon, Jessie	Female Department, East Linton Parish School.
McLagan, Sophia	Nellfield School, Clifton Hall, Ratho.
Mathieson, Mary	Porthill School, Aberdeen.
Nisbet, Mary Anne	Edgbaston Undenominational School, Birmingham.
Reid, Eleanor	Harrow Hill School, near Carlisle.
Reid, Eliza	Infant Department, Langholm Free Church School.
Reid, Mary	Female Department, Alva Academy.
Scott, Annie B.	National School, Loose Hill, Staplehurst.
Sloan, Janet A.	Parkhill School, New Machar.
Stevenson, Agnes	Colliery School, Motherwell.
Sutherland, Jemima	New School, Bonnyrig.
Todd, Annie	Burnley National School, Lancashire.
Wallace, Barbara	Midcalder Female School.
White, Jessie	Mr. Cadell's School, Grange.
Whittet, Joan	Valleyfield Infant School.

REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, CHARLES E. WILSON, Esq., M.A., *on the* FREE CHURCH NORMAL SCHOOL, GLASGOW.

MY LORDS, Glasgow, March 1869.

IN accordance with your Lordships' instructions I have the honour to present my report on this institution. The inspection took place in May and October, and occupied my whole time for eight days.

Number of students.

I found in regular attendance 88 students, distributed as follows:—

MALES.	
First year	19
Second year	13
	32

FEMALES.	
First year	33
Second year	23
	56

There were thus five male students less, and one female student more than in 1867.

These may be further divided into two classes, viz.:—

1. STUDENTS HOLDING CHURCH BURSARIES.

Males.

22, each	£24
10 „	20

Females.

19, each	£18
19 „	15

2. ORDINARY, OR SELF-SUPPORTING STUDENTS.

Female	18

Health of the students.

In reference to the important subject of the health of the students, I have been favoured with the following statement by Dr. Adams, the medical officer.

"62, Cambridge Street, Glasgow,
"29th October 1868.

"REGARDING the state of the health of the students attending the Free Church training college, I have to report, that at no former period, has it been so uniformly good. There has been no death, nor have there been any cases of serious illness. Such instances of indisposition as have occurred have been of trivial nature and of short duration.

(Signed) "JAMES ADAMS, M.D.,
"Medical Officer of the College."

Christmas examination.

Owing to the retirement of Professor Black, Mr. Kerr had to conduct the Christmas examination at Aberdeen.

I was thus deprived of his valuable co-operation, which I had enjoyed for seven years. His place, however, was well supplied by my friend Mr. Keddie, F.R.S.E., who was appointed by your Lordships to give me the necessary assistance. The male candidates, under my own superintendence, met in the senior school, the largest room in the institution, while the female candidates assembled in the upper hall of the college under the superintendence of Mr. Keddie. This arrangement was found very convenient and satisfactory to all parties.

Staff.

During the past year, there has been no change in the staff of the College department; and the only change in the staff of the Practising schools has been the appointment of Robert Johnstone as junior master in the Model Village School. For the names, &c., of the officers of the institution, I beg leave, therefore, to refer to the lists given in my report for last year. (Report, &c., for 1867–68, p. 601.)

Time Tables.

Analysis of time tables.

The distribution of time among the various subjects of study may be seen from the following analysis of the time-tables in use in the College department.

Analysis of Time Tables, showing the Distribution of the Hours of Study for One Week.

Subjects.	Male Students.		Female Students.	
	First Year.	Second Year.	First Year.	Second Year.
	Hours.	Hours.	Hours.	Hours.
Holy Scriptures and Catechism	3	3	3	3
School management	2	2	2	2
Teaching	2	3	3	4
Arithmetic	4	4	3	3
Mathematics	2	3	—	—
Grammar and composition	3	3	3	3
Geography	3	3	3	3
History	2	2	2	2
Drawing	2	1	2	2
Reading	1	1	1	1
Penmanship	1	1	1	1
Latin	3	3	—	—
Political economy	3	3	—	—
Vocal music	2	2	2	2
Sewing and cutting out	—	—	3	2
Domestic economy	—	—	2	2
Totals	33	34	30	30

It thus appears that the arrangements of the course, and the distribution of time are the same as those given in my report for last year, and require no special remark.

Instruction.

In the course of the year I had repeated opportunities of seeing the methods pursued by the Lecturers and have much pleasure in expressing my satisfaction with the general way in which the work of instruction is conducted in the different classes.

Religious instruction.

The lectures which I heard from the Principal were on the geography of Palestine as connected with the distribution of the Land by Joshua, and on the shorter Catechism, with special reference to its analysis, and the best mode of teaching it to young children. On both occasions I was much pleased with the clear, concise, and able way in which the subject was handled, and made specially subservient to the end in view.

Arithmetic and mathematics.

I heard Dr. Kerr lecture, with his usual ability, to the male students of the first year on the present worth of stocks, &c., and to those of the second year on geometry in connection with the 6th book of Euclid.

Geography and history.

The classes for these subjects continue to be conducted by Dr. Dick. I heard him lecture on "temperature as "affecting climate," and on a part of the history prescribed in the syllabus. His lectures are clear, methodical, full of interesting and useful information, and well calculated to prepare the students for their future work as teachers.

Grammar and composition.

Instruction in these branches is given by the Principal and Dr. Dick. I heard a lecture from the former on paraphrasing and parsing. His remarks and illustrations were most judicious, while the intelligent readiness, with which the students responded to the various questions, showed clearly how much they had profited under his able tuition.

Reading and recitation.

These exercises (under the direction of Mr. Boyd) were performed in a way highly satisfactory. I was specially struck with the great progress of the Gaelic-speaking students of the second year. They had all but overcome that peculiarity of tone and pronunciation characteristic of the Highlander, and recited many passages with a degree of taste and expression, which, in the circumstances, I was not prepared for. The recitation exercise is most valuable. It may seem, and no doubt is, irksome to commit to memory several hundred lines of prose, or poetry, but the gain is so manifest, and the educating influence so great, that I hope to see it more generally introduced into the common school by the agency of those, who must be conscious of the benefit which they themselves have derived from it.

Teaching.

The lessons given by the students were quite equal to those of former years. The notes of the prepared lessons

were carefully drawn up, and so neatly written out, that I felt a pleasure in reading them before hearing the lesson given by the student. This is a valuable addition to the exercise, and a guarantee that a certain range of subjects has been mastered, and much useful information acquired during the session.

Practising schools.

The practising schools continue to be conducted with the same ability and success, to which I have so often directed attention in former reports. At the time of my visit in February last, I found in average attendance 631 children, while 704 were present on the days of inspection, and 521 names were entered in the examination schedule, as having completed the required attendances, and fulfilled Articles 40, 47. The per-centage of failure (reading, 1·20; writing from dictation, 11·32; arithmetic, 4·09) though in excess of last year, will still bear favourable comparison with any school of the same size, and attended by the same class of children.

Results.

These are seen in the published class lists, and in the demand for the services of the students, who have completed their course of training in the college.

The following summaries furnish the necessary information under both heads:—

Results of examination of students.

Candidates.	Examined Christmas 1868.	1st Class.	2nd Class.	3rd Class.	4th Class.	Failed.	Per-centage successful.
Male students, 1st year -	18	11	7	—	—	—	100·0
„ „ 2nd „ -	12	5	6	1	—	—	100·0
Female students, 1st year -	33	2	21	8	2	—	100·0
„ „ 2nd „ -	23	7	12	4	—	—	100·0
Totals - -	86	25	46	13	2	—	100·0

Thus out of 86 candidates only two are found in the 4th class, while there is no failure. It may be further observed that of these 86, 71, or 82½ per cent. are in the 1st and 2nd class. This is a very gratifying result, and (to repeat a remark made in my last report) one scarcely to be looked for in an institution, where the number of Highland students on the male side bears such a large proportion to the number in attendance.

On further, and more minutely analyzing the results of the Christmas examination, it appears that,—

1. The male students of the 1st year pass *very well* in Bible, Catechism, arithmetic, school management, reading

and repetition, spelling, penmanship, history, and geography; *well* in grammar, composition, and economy; *very fairly* in Euclid, and music; while in mental arithmetic their standing is *low.*

2. The male students of the 2nd year rank *very high* in Bible, Catechism, reading and repetition, spelling, penmanship, and teaching; *well* in grammar, composition, school management, and economy; *very fairly* in arithmetic, Euclid, and music; *pretty fairly* in geography; while in history, and mental arithmetic the majority are below *fair.*

3. The female students of the 1st year pass *very well* in school management, Catechism, domestic economy, reading and repetition, and spelling; *well* in Bible, penmanship, mental arithmetic, and needlework; *very fairly* in arithmetic, and music; while in composition, and geography the majority are below *fair;* and in grammar, and history their standing is *low.*

4. The female students of the 2nd year rank *very high* in reading and repetition, spelling, needlework, domestic economy, and teaching; *well* in geography, penmanship, Catechism, Bible, mental arithmetic, and school management; *very fairly* in arithmetic, and composition; *fairly* in grammar, music, and history.

II.

Demand for trained teachers.

The number of male students, who finished their training at Christmas 1867, was 25. These have been disposed of as follows:—

Appointed to schools in Scotland - - -	23
„ „ England - - -	1
Emigrated - - - - - -	1
	25

The number of female students, who finished their training at Christmas 1867, was 28. These have been disposed of as follows:—

Appointed to schools in Scotland - -	22
„ „ England - -	3
„ „ Ireland - -	1
Engaged in private teaching - -	2
	28

Examination for Admission.

Results of the examination for admission.

It may be interesting to present in tabular form the results of the recent examination for admission.

Candidates.	Number examined.	1st Class.	2nd Class.	Failed.	Per-centage suc-cessful.
Males, pupil-teachers -	11	3	4	4	63·63
„ not pupil-teachers -	12	0	3	9	25·00
Females, pupil-teachers -	12	10	2	0	100·00
„ not pupil-teachers	29	12	14	3	89·65
Totals - -	64	25	23	16	75·00

It thus appears that of 11 male pupil-teachers four, or rather more than 36 per cent., failed; while of 12 female pupil-teachers all were successful, and 10, or 83 per cent., were in the first class. As regards the non-pupil-teachers, of 12 males (principally from the remote Highlands and Islands) nine, or 83 per cent., failed, and none were in the first class; while of 29 females only three, or 10 per cent., failed, while 12 were in the first class.

In conclusion, I beg leave to call attention to the unusually large per-centage of failures among the male pupil-teachers. For this several causes may be assigned: the present unsettled state of the education question; the high price of juvenile labour in the mining and manufacturing districts; the yearly engagements, and the consequent want of interest in each other on the part both of master and apprentice. These causes are founded in fact, and have doubtless all contributed to bring about the present unsatisfactory state of matters. In my own district, while the general educational platform has been slowly, but steadily rising, that of the male pupil-teacher has been as steadily falling. Year after year, I have to admonish an increasing number, and not unfrequently to advise the removal of some, either from proved incapacity, or persistent negligence; while their places are rarely filled by any of the more advanced and talented pupils. Any number of girls may be had, but boys of the *right sort* seldom offer themselves. This is much to be regretted, and I trust that the Bill, recently introduced into the House of Lords by His Grace the Duke of Argyll may, by settling the vexed question of National education, so determine the future position of the schoolmaster, as to make the office an object of ambition to that class, from which the pupil-teacher was formerly derived.

I have the honour to be, &c.

CHARLES E. WILSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. T. WILKINSON, A.M., *on the* EPISCOPAL CHURCH NORMAL SCHOOL, EDINBURGH.

MY LORDS, March 1st, 1869.

I HAVE the honour of transmitting my report of the Edinburgh Episcopal Normal College for Females for the year ended August 1868.

Date of examination of college.

The institution was examined by me on the 22nd, 23rd, and 24th of June last, and as the staff of officers, the course of studies, and the general arrangements of the household continued very much the same as in the preceding year, my

Report more brief than formerly.

report will necessarily be brief, and it will be unnecessary therefore to address to your Lordships any lengthened detail of an institution which continues to exhibit so many features of excellence and of adaptation to the furtherance of the object contemplated by your Lordships' regulations in regard to normal colleges.

Accommodation.

The accommodation is for 26 students; I found 17 in residence, classified thus,—

First year's students - - -	12
Second year's students - - -	5

Terms.

The terms on which students are admitted are described in a circular issued by the principal of the college.

Premium.

A premium of 3*l.* entitles every student after the passing of the government examination for admission, to board and tuition for a period of two years, together with all the other

Conditionally returned to students.

advantages offered by the college; this premium is conditionally returned to the students at the expiration of their term of residence for two years.

Terms to private students.

Private students, *i.e.*, who decline the examination, or who fail in it, pay about 18*l.* a year.

State of premises.

The premises at Lochrin House continued to present the same excellent appearance as in the preceding year, and in some of the dormitories an improved arrangement was evident.

The students conducted themselves with great propriety; the dietary was very good and wholesome, and the times of recreation and of repose were satisfactorily adjusted.

Teachers and subjects for each.

The following table shows the names of the teachers, and the distribution to each of the several subjects of instruction.

Rev. C. Smith, A.B., Principal, Religious Knowledge and Liturgy, English Language and Literature, History.
D. Chisholm, Esq., Vice-Principal, Arithmetic, Geography, Music.
Miss Bowden, School Management, Domestic Economy, Sewing, &c., &c.

Teaching, training, and lectures good.

The teaching and training of the students are carried on with much energy and success by the several teachers. The lectures given in my presence respectively by the Rev.

Principal, the vice-principal, and the normal mistress, were marked by great judgment and good sense, and with excellent effect on the students, who appear in every way sensible of the confidence which is placed in them.

The time allotted to the different subjects of instruction, and for recreation, is exhibited in the following time table. Time table.

TIME TABLE.

—	—	7 A.M.	8 15 A.M.	9 A.M.	9 30 A.M.	10 15 A.M.	11 A.M.
Monday -	Seniors	Arithmetic (2)	Breakfast.	Prayers.	Geography (2)	Drawing (2) -	Scripture (1).
	Juniors	Do. (2)			Scripture (1) -	Scripture (1) -	Drawing (2).
Tuesday -	Seniors	Arithmetic (2)			Perspective (2)	Geography (2)	Grammar (1).
	Juniors	Do. (2)			Grammar (1) -	History (1) -	Geometry (2).
Wednesday	Seniors	Arithmetic (2)			Geography (2)	Drawing (2) -	Liturgy (1).
	Juniors	Do. (2)			Liturgy (1) -	Liturgy (1) -	Drawing (2).
Thursday -	Seniors	Arithmetic (2)			Perspective (2)	Geography (2)	Grammar (1).
	Juniors	Do. (2)			Grammar (1) -	History (1) -	Geometry (2).
Friday -	Seniors	Arithmetic (2)			Geography (2)	Drawing (2) -	Scripture (1).
	Juniors	Do. (2)			Scripture (1) -	Scripture (1) -	Drawing (2).
Saturday -	- -	Private Study			Examination.		

continued.

—	—	11 45 A.M.	12 30 P.M.	1 30 P.M.	2 30 P.M.	5 P.M.	6 P.M.	6 30 P.M.	7 15 P.M.	9 15 P.M.	9 30 P.M.
Monday -	Seniors	Scripture (1).	Dinner.	Scripture (1).	Recreation.	Private Study.	Private Study.	Tea.	School Management (3).	Supper.	Prayers.
	Juniors	Geography (2).		Do. (1)		Do.			Do. -		
Tuesday -	Seniors	History (1)		Composition (1).		Music (2).			Private Study.		
	Juniors	Geography (2).		Do. (1)		Do.			Do. -		
Wednesday	Seniors	Liturgy (1)		Scripture (1).		Private Study.			Domestic Economy (3).		
	Juniors	Geography (2).		Do. (1)		Do.			Do. -		
Thursday -	Seniors	History (1)		Composition (1).		Music (2).			Private Study.		
	Juniors	Geography (2).		Do. (1)		Do.			Do. -		
Friday -	Seniors	Scripture (1).		Scripture (1).		Music (2).			Needlework (3).		
	Juniors	Geography (2).		Do. (1)		Do.			Do. -		
Saturday -	- -	Examination.		Recreation.					Private Study.		

—	8 15 A.M.	9 A.M.	9 30 A.M.	10 30 A.M.	1 10 P.M.	2 P.M.	5 30 P.M.	6 15 P.M.	9 P.M.	9 30 P.M.
Sunday -	Breakfast.	Prayers	Private Study.	Church	Dinner	Recreation.	Tea	Church	Supper	Prayers.

(1) Principal. (2) Vice-Principal. (3) Model Mistress.

Reading and recitation.

Both the reading and the recitation of the young women were highly creditable; the latter exercise being of recent introduction, and being exceedingly valuable.

Lessons in practising school.

The lessons given in the practising school were, on the whole, as good as any I have ever heard under similar circumstances, and many of them were cleverly and neatly

Notes of lessons.

illustrated on the black-board; the notes of lessons in two cases were extremely well drawn up, and very well dilated upon in the lesson; than these two I have seldom seen better exercises.

State of practising school.

The practising school in connexion with the episcopal college continues to present the same feature of excellent organization and management as in the preceding year; and with regard to the means supplied to the students to

Normal mistress's report.

acquire practical facility and experience in teaching, the following report has been given to me by the normal mistress as to the methods adopted for securing this most important end:

> The students have all spent sufficient time in the practising school to give them a knowledge of the art of teaching, and during that time have been occupied in the regular duties and work of some portion of the school, while the lessons given in the different branches of elementary instruction have been directed and superintended by the normal mistress.
>
> June 24, 1868. E. Bowden.

Health, &c. of students.

The health of the students during the last year has been remarkably good and uninterrupted, and nothing can exceed the kindness, care, and judgment with which the whole domestic establishment is superintended, and the comfort and well-being of the students consulted by Mrs. Chisholm.

Result of the examinations.

The following is the result of the recent examinations for admission to the normal college and for certificates of merit.

Admission Candidates.

Table I.

Number.	Passes, 1st Class.	Passes, 2nd Class.	Failure.
11	5	5	1

Certificate Candidates.

First Year's Students.

Table II.

Number.	First Class.	Second Class.	Third Class.	Fourth Class.	Failure.
12	1	7	4	0	0
Second Year's Students.					
5	1	4	0	0	0

Conclusion.

It only remains that I should add one or two general remarks on the foregoing statement.

Table I. exhibits a very satisfactory result, the proportion of passes to failures, and of numbers in the first class, being unusually great. Table II. presents a very gratifying conclusion of the year's work of the college, and gives to your Lordships a proof of the efficiency of an institution which has been supported by public aid for many years past, and for a continuance of which assistance I now beg leave respectfully to recommend it.

I have the honour to be, &c.

T. Wilkinson.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix No. 3.

List (under Counties) of Elementary Schools, aided from the Parliamentary Grant up 31 December 1868:

1. For Building or Fixtures. In all these cases, unless marked with an asterisk * (gra from the Treasury before appointment of a Committee of Council on Education), t right of inspection is permanently secured by deed.
2. For Annual Maintenance. In these cases, if there has been no grant for Buildi or Fixtures, the right of inspection is limited to the continuance of aid.
3. For Books, Maps, and Apparatus. These grants have not been made since 1861. T managers receiving them engaged that the school should be open to inspection for sev years. The schools which have received no other grant are distinguished by ‡ prefixe

ENGLAND.

Note.—N. or Ch. denotes that the School is in connexion with the *National Society*, or with the *Church England*; B., with the *British and Foreign School Society*; W., *Wesleyan Methodists' Conference*; *Roman Catholic Poor School Committee*; P., that it is a *Parochial* School; and U., a *Poor Law Un* School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.†	Amount.
	Bedfordshire.	£ s. d.		£ s. d.
181	Ampthill - N. 7	284 17 6	120	48 0 0
			29	7 12 6
181	Ampthill - B. 6	190 0 0	86	40 16 2
180	Arlsey, St. Peter's - N. 10	334 4 0	100	42 0 5
182	Aspley Guise N. 7	273 10 0	106	63 2 2
			30	9 15 0
182	Aspley Guise B. 6	- - -	62	26 5 10
		a	79	40 18 4
179	Barford, Great - N. 11	213 0 0	21	7 15 10
			73	36 1 0
			12	4 3 4
179	Bedford, Hawes St. - - - 11	- - -	*b*	
179	Biddenham - N.	*45 0 0		
	„ - „	65 0 0		
180	Biggleswade N. 11	*150 0 0	*b*	
	„ - „	142 5 3		
180	Biggleswade B. 7	- - -	214	119 5 8
183	Billington - N. 7	146 0 0	24	10 15 0
179	Bletso - N.	100 0 0		
180	Blunham - N.	52 0 0		
184	Caddington Ch. 10	334 0 0	55	10 5 2
180	Caldecote, (Upper) - N. 11	176 0 0	78	32 12 0
180	Clifton, All Saints' - N. 11	- - -	127	56 0 8
			25	5 7 10
181	Clophill - N.	*50 0 0		
179	Colmworth - N. 10	63 10 0	27	8 8 5

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Gra (paid with Year endi 31 Dec. 186 Average Attendance.†	Amou
	Bedford—*cont.*	£ s. d.		£ s.
181	Cranfield - N. 7	*88 0 0	133	61 5
			28	6 16
184	Dunstable, Ashton - 10	*85 0 0	202	120 16
184	Dunstable - W. 6	- - -	156	91 18
184	Dunstable, Station End Branch - W. *c*			
180	Dunton - P. 11	213 0 0	70	33 8
183	Eaton Bray - N.	72 0 0		
183	Eaton Bray - W. 7	209 10 0	49	32 13
178	Eaton Socon N. 6	561 10 0	145	69 8
182	Eversholt, N. and Infant - 6	122 2 6	107	54 3
			37	11 9
180	Everton and Tetworth - N. *d*	*42 0 0		
179	Felmersham N.	110 0 0		
181	Flitwick - N.	38 5 0		
179	Goldington, Infant and Mixed - Ch. 11	- - -	104	53 9
			109	60 1
179	Harrold - N. 7	267 10 0	46	12 6
183	Heath and Reach - N. 6	266 0 0	63	28 15
180	Henlow - N. *d*			
182	Hockliffe - N. 7	144 0 0	64	29 0
184	Houghton Regis - N.	419 0 0		

† Where *two* numbers are given, the *latter* denotes Evening Scholars.

a For two years. *b* Due, but not yet paid. *c* School closed. *d* Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
BEDFORD—*cont.*	£ s. d.		£ s. d.
Husband Crawley - -Ch. 11	- - -	70	40 6 9
Hyde, East (The Hyde School) - 7	- - -	52	26 11 8
Kempston, Ch. End - N.	143 10 0		
Kempston, Middle, Mixed - 11	- - -	70 56	23 10 8 15 15 0
Kempston, Up. End, Infts. N. 11	270 0 0	108	51 15 0
Keysoe - N.	42 0 0		
Langford, Mixed -	91 13 9		
Leighton Buzzard - B. 6	- - -	109	43 7 6
Leighton Buzzard, Infants - 6	75 0 0	116	46 10 0
Lidlington - N. 10	- - -	91	59 11 5
„ - „	- - -	41	12 15 10
Luton - N. 10	*145 0 0	345	168 9 4
„ - „	1,379 0 0	32	6 13 4
		62	19 8 4*a*
Luton, Girls N. 10	- - -	93	43 15 2
		48	13 8 7
Luton, Boys B. 6	- - -	121	68 6 8
Luton - W. 6	- - -	211	95 18 8
Marston Moretaine and Lidlington N. 7	160 0 0	102 21	51 17 6 7 5 10
Maulden - N. 7	110 0 0	83	36 15 6
Meppershall N. *b*	*40 0 0		
Millbrook, Infants - N. 10	- - -	54	25 11 0
Northill - N. 11	- - -	54	20 10 0
Oakley - Ch. 10	- - -	25	13 3 6
Pavenham - Ch. 7	- - -	87	47 5 6
		19	5 0 10
Poddington N. 6	50 0 0	78	61 0 0
		39	12 17 6
Pulloxhill - N. 6	149 10 0	76	36 12 0
Renhold Ch. 11	187 1 3	64	27 12 8
Ridgmont Ch. 6	- - -	54	29 3 2
		38	11 1 8
Ridgmont - W. *c*			
Riseley - N.	103 0 0		
Roxton - N. 11	188 0 0	67	30 6 2
Sandy - N. 11	- - -	135	62 7 0
Shillington - N. 4	302 8 0	96	41 15 10
Silsoe - -Ch. 6	- - -	84	35 1 4
Staughton, Little - N.	50 0 0		
Steppingley N.			
Stevington - B. 7	- - -	42	27 14 6
		8	3 0 0
Stopsley - N.	232 4 0		
Stotfold - N. 6	193 0 0	*d*	
Tebworth - N. 6	297 0 0	25 *d*	
Tebworth - W. 7	- - -	44	22 3 10
		31	7 15 10
Tilbrook - N.	142 0 0		
Toddington - N. 6	439 4 0	97	49 5 0
		25	9 5 10
Toddington - W. 7	477 0 0	90	51 12 4
		12	4 10 1

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	BEDFORD—*cont.*	£ s. d.		£ s. d.
179	Turvey - N. 10	407 10 0	95	49 1 7
			60	18 9 2
181	Westoning - N. 6	85 0 0	56	30 13 3
			23	6 14 2
179	Wilden, Endowed - N.	101 5 0		
179	Wilshampstead - N.	111 0 0		
182	Woburn (Free) B. 6	- - -	179	101 18 4
			17	6 19 2
179	Yelden - N.	81 0 0		
	BERKSHIRE.			
123	Abingdon - N. 12	- - -	44	*e*
123	Abingdon, Infant - Ch. 7	151 0 0	108	49 10 4
123	Abingdon - B. 6	- - -	268	146 3 4
123	Abingdon - R. 5	- - -	73	31 14 6
126	Aldermaston Ch. 1	- - -	64	31 13 8
123	Appleton - N.	*35 0 0		
128	Arborfield - N.	65 0 0		
130	Ascot Heath N. 6	385 5 0	134	69 8 2
122	Ashbury - N. 6	119 0 0	60	37 16 2
125	Aston-Tyrold N.	54 0 0		
116	Beech Hill - N. 12	- - -	29	12 18 6
126	Beenham - N.	36 0 0		
128	Berkshire Reformatory, at Three Mile Cross.			
130	Binfield - Ch. 6	- - -	120	60 16 0
129	(Bray) Boyne Hill - Ch. 6	- - -	87	48 4 3
130	Bracknell - Ch. 6	150 0 0	88	31 14 4
126	Bradfield - Ch. 1	- - -	79	51 17 0
129	Bray - - N. 6	- - -	90	33 11 3
129	Bray, Holyport - N. 6	252 0 0	87	54 9 8
125	Brightwell - N. 12	50 18 8	92	48 15 10
			37	7 12 6
120	Brimpton - Ch. 1	- - -	43	8 3 4
130	Broadmoor Asylum (Children of Servants') - - 6	- - -	54	26 17 6
122	Buckland - N. 7	321 0 0	67	20 5 0
126	Burghfield - N. 1	20 10 0	41	11 16 11
124	Challow, East N.	144 0 0		
124	Charlton (Branch of Wantage) - N.			
120	Chieveley, North Heath N.	*75 0 0		
124	Childrey - W.	106 0 0		
125	Cholsey - N. 6	*62 0 0	86	40 19 0
131	Clewer - N. 3	- - -	79	*d*
122	Coleshill (Earl of Radnor's).			
129	Cookham - N.	368 0 0		
129	Cookham Dean - N. 6	125 0 0	105	49 3 2
			16	4 8 4
123	Cumnor - N. 12	434 0 0		*f*
124	Denchworth N. 3	170 0 0	28	17 2 6
123	Drayton - N. 12	124 0 0	57	26 3 6
128	Earley - - N. 3	- - -	67	34 17 10

Addition to evening school grant for 1867.
Grant refused under Article 52 *d*.
b Removed from inspection.
e Grant refused under Article 51 *a*.
c School closed.
f Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	BERKS—*cont.*	£ s. d.		£ s. d.
121	Eastbury - N.	218 0 0		
126	Englefield Ch. 1	- - -	38	10 19 5
122	Faringdon, Infant - Ch. 1	- - -	125	63 0 8
122	Faringdon, Girls - - 1	- - -	50	14 19 5
122	Faringdon - B. 2	- - -	84	38 7 8
124	Fawley - Ch. 3	160 16 0	44	9 4 11
123	‡Fyfield - N.			
120	Greenham - N. 7	16 15 0	53	33 2 6
124	Hampstead Norris - N.	68 0 0		
124	Hanney - N. 3	177 11 0	86	23 18 5
124	Harwell - N. 3	*50 0 0	56	12 4 0
124	Harwell - W. 6	- - -	44	18 4 2
124	Hendred, East - - N. 3	173 0 0	87	31 3 0
			19	5 14 2
124	Hendred, East, St. Amand's R. 5	228 12 0	43	17 5 0
124	Hendred, West - N. 3	153 5 8	42	12 7 4
124	Hermitage, Village - 7	106 4 3	46	21 10 0
123	Hinksey, North - Ch.	133 0 0		
122	Hinton Waldrist - - N.	*30 0 0		
121	Hungerford N. 2	- - -	156	76 2 8
			42	13 3 4
121	Hungerford, New Town Branch - N.			
128	Hurst and Ruscombe N. 3	140 0 0	78	22 0 6
129	Knowl Hill N. 6	226 0 0	89	42 17 2
			11	3 7 6
121	Lambourne N. 2	349 0 0	85	37 18 4
			13	5 12 6
121	Lambourne W. 2	- - -	47	6 5 0
121	Lambourne, Woodlands Ch. 11	- - -	48	15 0 0
			18	2 5 0
124	Letcombe Bassett - N. 3	106 0 0	43	24 16 10
124	Letcombe Regis - N. 3	166 4 0	35	9 3 4
129	Maidenhead N. 6	287 1 3	153	53 15 6
129	Maidenhead, Infant and Sunday - -	150 0 0		
129	Maidenhead B. 2	- - -	74	35 6 0
129	Maidenhead W. 2	- - -	154	84 17 6
125	Moreton, North - N. 12	- - -	42	19 16 2
120	Newbury - N. 10	888 0 0	250	105 7 0
120	Newbury - B.	192 17 6		
120	Newbury, St. John's, Infants - 10	- - -	54	24 3 4
120	Newbury - W. 2	400 0 0	124	61 0 0
120	Newbury - U.			
123	Radley - Ch. 11	- - -	37	13 10 11
127	Reading - B. 2	- - -	209	103 0 0
127	Reading, Grey Friars - Ch. 10	- - -	428	203 19 8
127	Reading, St. Giles' - N. 10	*150 0 0	300	139 1 10
			12	4 3 4
127	Reading, St. John's, - N. 10	- - -	296	158 18 4
127	Reading, St. Lawrence's P. 10	250 0 0	126	52 7 0
127	Reading, St. Mary's - N. 10	120 0 0	338	145 17 0
127	Reading, St. Mary's Episcopal Chapel N.			
127	Reading, Trinity Ch. 10	- - -	111	47 6 4
130	Sandhurst - 6	- - -	74	37 1 4
			12	2 18 4
161	Shilton - N.			
122	Shrivenham N. 12	- - -	79	22 12 0
124	Sparsholt - N.	*40 0 0		
120	Speen (Stockcross) - P. 7	329 8 10	130	61 3 0
126	Stanford Dingley - Ch. 1	- - -	22	11 14 5
122	Stanford in the Vale - N. 12	20 0 0	74	32 14 6
			a 95	40 11 6
123	Steventon - N. 6	214 10 0	88	36 1 1
			24	7 8 11
			b 15	0 0
131	Sunningdale N. 6	182 0 0	129	66 16 2
131	Sunninghill N. 6	65 0 0	121	53 12 4
131	Sunninghill W. 3	- - -	75	48 17 6
			26	8 16 8
128	Swallowfield Ch.	350 0 0		
120	Thatcham - N. 7	225 0 0	106	43 2 0
120	Thatcham - B.	125 0 0		
122	Uffington - N. c	80 0 0		
126	Ufton Nervet P. 1	- - -	48	9 0 0
125	Wallingford N. 5	328 0 0	233	106 6 4
			19	5 0 10
124	Wantage - N. 7	- - -	270	134 11 8
124	Wantage - W. 2	310 0 0	103	55 2 6
130	Warfield - N. 6	- - -	25	7 12 6
128	Wargrave, Crazies Hill N.	150 0 0		
128	Wargrave - N.			
120	Welford and Wickham - N. 7	296 0 0	127	60 13 8
127	Whitley - Ch.	289 0 0		
127	Whitley, Ch. Ch. - - N.	490 1 3		
131	Windsor, New, Royal Free Industrial - - N. 7	1,050 0 0	451	171 9 5
			17	4 0 10
131	Windsor, New - - B. 2	302 6 8	233	121 8 6
131	Windsor, Old - - N. 6	- - -	94	d
131	Windsor - U.			
131	Windsor Park, Royal - - N. 8	- - -	81	e
131	Windsor, St. Anne's - N. 7	322 10 4	125	38 0 0
131	Windsor, St. Mark's - N. f			
131	Windsor, St. Mary's, Bier Lane - - N.			

a For two years. *b* Retiring pension. *c* School closed. *d* Refused under Article 52 *d*.
e No grant claimed. *f* Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	£ s. d.		£ s. d.
BERKS—*cont.*			
Winkfield, Industrial - 6	*70 0 0	74	24 19 4
Wittenham, Long - N.	160 10 0		
Wokingham - B.	*125 0 0		
Wokingham, St. Paul's - Ch. 10	- - -	133	63 0 8
Wytham - N. 10	- - -	32	17 12 8
BUCKINGHAMSHIRE.			
Akeley - Ch. 5	36 6 6	50	22 6 2
Aston Clinton - N. 7	96 0 0	69	17 2 0
		18	3 10 0
Aston Clinton B. 6	- - -	93	44 12 2
Aylesbury - N. 1	296 10 0	96	44 17 4
		16	3 8 4
Aylesbury, Infant - N. 1	- - -	64	30 9 4
Aylesbury - B. 3	- - -	162	87 13 4
Aylesbury, St. John's - N. 1	250 0 0	103	21 13 0
Beachampton N.			
Beaconsfield B.			
Bierton - N.	87 0 0		
Bletchley - N.	*50 0 0		
Brickhill, Little - N.	54 5 0		
Brill - N. 5		62	*a*
Broughton - Ch. *b*			
Buckingham N. 6	211 6 4	150	79 13 6
		12	3 10 0
		108	56 4 2
Buckingham B. 6	- - -		
Buckland, All Saints' - N. 7	146 2 6	37	21 5 8
Calverton, Mixed - Ch. 5	- - -	32	12 2 3
Chalfont, St. Giles' - N.		20	*c*5 13 4
Chalfont, St. Peter's - N. 11	122 17 6	83	22 15 0
		20	1 3 0
Chalvey - Ch.	94 10 0		
Cheddington Ch. 1	- - -	97	39 11 6
		20	4 0 0
Chenies - Ch. 1	- - -	43	19 5 4
Chesham, Boys - - N. 10	- - -	136	56 18 5
Chesham, Girls - - N. 10	*d*200 0 0	58	24 0 6
	63 9 11		
Chesham, Girls - - B. *e*			
Chesham, Waterside Ch. 10	- - -	91	49 2 6
Claydon, Botolph - Ch. 5	- - -	36	18 12 10
Claydon Park (Middle) - N. 6	- - -	28	11 9 4
Claydon, Steeple - N. 6	- - -	84	34 5 8
Colnbrook and Horton N. 11	625 0 0	115	61 12 10
Crawley, North - N.	50 0 0		
Cuddington - N. 1	156 10 0	65	31 17 2
Datchet - N. 12	- - -		*f*

* Refused under Article 52 *d*.
† Part of this grant belongs to Chesham, Boys, N.
‡ Due, but not paid.

b Removed from inspection.
g Grant for 1867.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
		£ s. d.		£ s. d.
	BUCKINGHAM—*cont.*			
150	Downley - W. 3	- - -	75	36 14 11
151	Drayton Beauchamp N.	60 0 0		
152	Dunton - N. *e*	25 0 0		
149	Eton, St. John's N. 10	554 0 0	297	36 14 7
149	Eton - - U.			
149	Farnham, Royal - N. 11	- - -		*f*
153	Fenny Stratford - - N. 7	312 0 0	102	48 19 4
153	Fenny Stratford - - B. 6	- - -	116	60 18 10
150	Flackwell Heath - W. 10	- - -	62	36 10 8
149	Fulmer - N. 7	100 0 0	31	13 5 0
148	Gerrard's Cross - - N. 11	- - -	33	16 9 2
152	Granborough N.	90 0 0		
151	Haddenham N. 1	189 0 0	24	11 6 6
151	Haddenham B.	70 0 0		
155	Hambleden - N. 11	- - -	85	37 11 6
153	Hanslope - Ch. 7	- - -	82	41 15 10
150	Hazlemere - 11	- - -	33	7 18 8
150	Hughenden - N. 10	72 0 0	33	12 14 0
151	Hulcott - N.	131 0 0		
149	Iver, Boys - N. 12	102 0 0	37	*g*1 6 6
			42	5 1 1
			15	1 4 7
149	Iver, Girls and Infants N. 12	100 0 0	111	50 4 6
150	Kimble, Great - - N.			
156	Kingsey - N. 1	- - -	26	10 4 2
150	Lane End - W. 2	- - -	53	28 0 4
149	Langley Marish - N. 10	72 0 0	29	10 17 4
148	Latimer - Ch. 10	- - -	57	36 6 0
153	Lavendon - N.	*49 0 0		
	" - "	78 0 0		
154	Leckhampstead - - N.	*60 0 0		
	" - "	18 7 6		
148	Lee Common N.	50 0 0		
151	Leonards, St. N.	229 12 0		
183	Linslade - N. 1	313 1 2	107	51 7 0
			19	2 7 6
153	Loughton - N. 5	- - -	55	9 11 4
151	Ludgershall - N. 5	93 0 0	73	30 1 6
150	‡Marlow - B. *e*			
150	Marlow, Great - N. 11	- - -	251	112 8 10
			29	8 7 6
150	Marlow, Little - N. 11	- - -	48	26 17 6
150	Marlow, Quoiting Place, Infants - 10	- - -	59	24 19 8
154	Marsh Gibbon - - N. 5	160 0 0	84	35 6 4
			14	3 11 4
152	Marston, North - N.	*60 0 0		
147	Marsworth - N.	45 0 0		
153	Milton Keynes - Ch.	216 0 0		
150	Monk's Risborough - N. 7	109 0 0	84	35 15 2

c Evening school grant for 1867.
e School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	BUCKINGHAM—*cont.*	£ s. d.		£ s. d.
152	Mursley - N.	*25 0 0		
152	Nash - N. 5	276 0 0	64	30 7 10
153	Newport Pagnell - - B. 6	*90 0 0	78	35 15 4
153	Newport Pagnell (central) N. 5	128 15 0	189	78 18 9
153	Olney - - N.	176 0 0		
151	Oving - - N. 5	85 5 0	34	16 0 8
148	Penn Street N. *a*			
154	Preston Bissett - - N. 5	243 0 0	60	25 10 4
150	Prince's Risborough - N. 7	140 0 0	65	31 14 0
			9	1 19 2
150	Prince's Risborough - B. 2	153 0 0	95	58 15 6
151	Quainton (Endowed) - N.			
153	Ravenstone (Endowed) - Ch.	75 7 6		
148	Seer Green - N. 11	144 0 0	30	13 14 8
155	Skirmett, Infants - - N.			
183	Slapton - P.			
149	Slough, Infant - - N. 10	- - -	73	28 11 6
153	Stantonbury-cum-Bradwell - - N. 5	965 0 0	215	100 17 0
152	Stewkley - N. 5	374 18 0	119	54 3 2
153	Stoke Goldington - N.	*72 0 0		
183	Stoke Hamond N.	38 0 0		
150	Stoke Mandeville - - N.	60 0 0		
149	Stoke Pogis - N. 11	95 0 0	*b* 85	35 13 11
			95	39 17 10
166	Stony Stratford - - N. 11	- - -	79	32 1 4
166	Stony Stratford, Infants - - N. 11	- - -	100	46 2 6
166	Stony Stratford - - B. 5	22 13 6	102	57 9 2
152	Swanbourne N.			
149	Taplow - N. 12	166 12 0	63	24 8 2
154	Thornborough N.	42 0 0		
156	Towersey - N.	60 0 0		
164	Turweston - N. 6	165 6 4	55	22 19 0
150	Tyler's Green N.	51 0 0		
149	Upton-cum-Chalvey - N. 12	359 19 0	122	46 10 8
151	Waddesdon - N. 1	275 2 0	77	35 8 2
151	Waddesdon - B. 5	121 0 0	98	47 9 6
			10	3 0 0
153	Walton - N. *a*			
153	Walton and Woughton - N.			
150	Wendover - N. 1			
164	Westbury - N. 6	148 17 6	39	13 17 11
152	Whaddon - N.	28 0 0		
152	Whaddon, (Mr. Selby Lowndes') Sch. *c*			
151	Whitchurch N.	129 7 6		
151	Whitchurch W. 2	170 0 0	37	12 15 8
183	Wing - N. 1	- - -	94	37 14
151	Wingrave and Rowsham - Ch.	100 0 0		
150	Winslow - N.	*80 0 0		
	" - "	26 17 8		
153	Woburn Sands - N. 7	- - -	88	39 7
166	Wolverton - N. 2	- - -	54	19 9
166	Wolverton End, St. Mary's - Ch. 11	- - -	56	26 13
166	Wolverton New Station B. 5	- - -	207	112 8
			35	7 9
150	Wooburn - N. 11	283 2 6	66	37 3
150	Wycombe, High - - N. 11	1,176 0 0	223	101 14
150	Wycombe, High - - B. 2	*400 0 0		
		54 0 0	157	81 19
	" "			
150	Wycombe " - U.			
	CAMBRIDGESHIRE.			
190	Aldreth - in-Haddenham, Daily and Sunday - N. *d*	*20 0 0		
188	Balsham - Ch. 11	- - -	93	41 15
			10	3 0
140	Barrington - N.	161 0 0		
186	Barton - N.	27 15 0		
140	Bassingbourne N.	*60 0 0		
140	Bassingbourne B.	*60 0 0		
189	Bottisham - N. 2	150 0 0	73	35 16
189	Bottisham Lode - - N. 2	118 2 6	77	40 5
185	Bourn - - P.	143 10 0		
189	Brinckley - N.	65 0 0		
189	Burwell, Boys			
189	Burwell, Girls P. 3	233 11 0	78	40 19
			19	2 7
189	Burwell - B. 7	140 15 0	105	36 5
189	Burwell, St. Andrew's - N. 3	65 0 0	45	26 0
187	Cambridge, Barnwell - N. 5	*210 0 0	283	117 19
	" - "	180 2 8		
187	Cambridge, Barnwell Abbey - N.	605 0 0		
187	Cambridge - B. 7	464 0 0	466	216 14
186	Cambridge, Industrial - N.	201 10 0		
187	Cambridge, King Street N. 5	178 0 0	215	102 6
				e 20 0
187	Cambridge, Pound Hill, Infants - Ch.	33 0 0		
187	Cambridge, St. Giles' - N. 5	200 0 0	186	90 8
187	Cambridge, St. Paul's (Russell St.) N. 5	533 1 2	430	169 19

a Removed from inspection. *b* For two years. *c* School closed. *d* School pulled down.
e Retiring pension.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
CAMBRIDGE—*cont.*	£ s. d.		£ s. d.
Cambridge, St. Paul's, Infants (UnionRd.) N.	100 0 0		
Cambridge, St. Peter's (CastleEnd) N. 5	21 0 6	139	75 14 8
Cambridge, UnionRoad R. 11	- - -	36	17 6 2
Castle Camps Ch.	89 17 4		
Caxton - N.	201 12 0		
Chatteris, Boys - - B.			
Chatteris, Girls - B. 7	- - -	69	27 19 10
Chatteris, Infants - B. 7	- - -	63	32 19 6
Chatteris, Infants - Ch. *a*	70 0 0		
Chatteris, Slade Lode, Infants, Ragged - 7	157 0 0	53	25 7 0
Chesterton - N.	144 0 0		
Cheveley - N.	140 7 6		
Comberton - N.	110 16 0		
Conington - N.	53 0 0		
Coton - - N.	49 0 0		
Cottenham - B. 7	- - -	217	97 6 0
Croydon (near Royston) - N. 1	254 0 0	53	19 17 2
Ditton, Fen - N.	97 0 0		
Ditton, Wood N.	133 0 0		
Duxford - N. 2	188 14 9	54	*b*
Elm - - N. 3	259 0 0	38	15 19 0
Elsworth - N. 2	187 0 0	81	35 15 8
Ely, Boys - N. 5	1,206 15 4	202	115 0 8
		26	10 1 8
		182	81 11 3
Ely, Girls - N. 5	- - -	10	4 1 7
Ely, (Infant and Adult) (Broad St.) N. 5	480 0 0	99	43 5 6
Ely, Market St. - - Ch.	135 0 0		
Ely, Stuntney - - N. 11	63 0 0	26	1 6 6
		87	43 3 4
Fordham - N. 3	168 0 0	35	16 9 2
Fulbourn - N. 2	189 5 6	108	47 9 8
Gamlingay - N.	160 0 0		
Gransden, Little - N.	132 0 0		
Guilden, Morden - N. 4	150 0 0	64	9 14 4
Haddenham, Arkenstall's Endowed - Ch.	127 18 0		
Haddenham, Girls Industrial - N. 3	188 15 4	106	42 4 6
		19	6 17 6
		54	19 7 5
Haddenham B. 7	- - -	35	19 2 2
Horningsey N. 2	60 15 0		
Impington - N.	55 0 0		
Isleham - N.	230 0 0		
Linton - - N. 4	- - -	164	85 12 6

a School closed.
d None claimed.

b Refused under Articles 52 *d.* and 51 *b.*
e Refused under Article 52 *d.*

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CAMBRIDGE—*cont.*	£ s. d.		£ s. d.
140	Litlington - N. 4	243 0 0	50	25 8 2
190	Littleport - N. 3	464 13 4	171	77 4 0
186	Madingley - N.	50 0 0		
191	March - N.			
191	March, Infants - N.			
140	Melbourne, Ayloffe's - Ch.	90 0 0		
193	Murrow - Ch. 10	- - -	20	9 14 2
186	Oakington - N.	*50 0 0		
	" - "	10 0 0		
193	Outwell, Infant - N.	50 0 0		*c*
177	Over - - N. 2	176 5 0	62	29 17 2
177	Over - - B. 3	- - -	71	33 4 0
185	Papworth, St. Agnes, - Ch.			
190	Prickwillow N. 3	226 10 0	128	61 9 6
			24	7 11 8
186	Rampton - N.	36 0 0		
189	Reach - Ch. 2	- - -	31	8 13 5
188	Sawston - N.	48 0 0		
186	Shelford, Great and Little - N. 2	154 0 0	92	47 12 2
189	Soham - - N. 4	473 0 0	88	38 19 4
186	Stapleford - N. 2	115 1 0	59	28 16 2
140	Steeple-Morden - N. 1	194 16 3	92	39 19 6
190	Sutton - - N. 4	528 10 0	49	22 8 0
189	Swaffham, Bulbeck - N.	54 0 0		
177	Swavesey - N. 2	316 0 0	100	47 11 4
			26	6 0 0
186	Teversham - N. 2	199 0 0	35	13 15 0
175	Thorney Abbey - - N. 2	- - -	170	59 18 7
185	Toft and Caldecote - N. 1	*25 0 0	44	11 0 8
186	Trumpington N. 4	302 10 0	101	42 9 6
			22	5 5 6
193	Tyd, St. Giles' - N. 9	- - -	54	20 0 3
186	Waterbeach P.	- - -	131	*d*
192	Whittlesea, St. Mary's and St. Andrew's - N. 2	410 7 6	153	60 17 10
188	Whittlesford N. 2	377 0 0	60	*e*
189	Wicken - Ch. 1	- - -	104	46 19 2
			46	15 6 8
186	Wilbraham, Little - N.	82 10 0		
190	Wilburton - N. 2	*29 0 0	53	32 0 6
	" - "	216 0 0	13	4 10 10
186	Willingham B. 3	- - -	142	78 11 10
193	Wisbeach, Boys - - B. 4	218 13 4	209	113 0 0
193	Wisbeach, Girls - - B. 4	150 0 0	63	25 3 10
193	Wisbeach, Infants - B. 4	- - -	90	46 8 6
193	Wisbeach, St. Mary's - N. 10	- - -	56	22 12 8
193	Wisbeach, St. Peter's N. 4	256 4 10	285	40 9 2

c See Outwell, N., Norfolk.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount. £ s. d.
	CAMBRIDGE—*cont.*			
193	Wisbeach, Thorney Toll District - N. 10	- - -	29	11 3 3
190	Witchford - N. 2	10 0 0	76	25 18 6
188	Wratting, West - N. 2	287 0 0	74	36 8 6
175	Wryde, Croft N. 4	- - -	37	19 7 4
	CHESHIRE.			
458	Acton - N. 6	582 13 4	146	115 2 2
453	Adlington - N. 10	158 0 0	55	23 7 10
453	Alderley, Endowed, Boys - 10	- - -	26	9 10 0
453	Alderley, Lady Stanley's, Girls Ch. 10	- - -	63	33 0 0
453	Alderley Edge - B. 2	- - -	127	72 3 4
			10	2 10 0
453	Alderley, Over - N. 10	25 0 0	47	20 13 10
457	Alsager - N. 3	- - -	87	50 18 10
454	Altrincham - R. 6	- - -	123	60 0 0
454	Altrincham, St. George's Jubilee - N. 11	648 18 9		*a*
454	Altrincham - W. *b*			
454	Altrincham and Bowdon Downs B. 1	- - -	163	73 5 6
455	Alvanley - Ch. 4	- - -	68	55 10 5
			11	*c*7 15 10
455	Antrobus - N.	147 3 6		
455	Appleton, Mixed - N. 5	- - -	44	28 1 0
454	Arley, Middle N. 5	- - -	28	16 8 0
457	Astbury - N. 3	266 0 0	112	74 11 0
458	†Audlem, Boys P.			
458	Audlem - N. 6	68 18 0	139	76 15 3
459	Backford - N.	100 0 0		
456	Barnton - N. 5	265 0 0	176	94 16 6
459	Barrow - N. 3	170 13 9	68	45 19 4
458	Barthomley N. 10	152 0 0	42	18 3 6
460A	Bebington - N. 2	*75 0	146	67 10 0
460A	Bebington (Higher), St. Peter's N. 11	- - -	72	68 5 8
458	Bickerton - N. 11	75 0 0		*a*
460B	Bidstone - N. 11	*53 0 0	64	32 0 6
	" - "	55 0 0		
460A	Bidston, Moreton - Ch.	226 0 0		
460B	†Birkenhead, Argyle St., Infants - N.			
460B	†Birkenhead, Back Chester Street - N.			
460B	†Birkenhead, Market St. N.			
460B	Birkenhead, Our Lady & St. Edward's R. 6	1,101 0 0	145	41 5 2

a Due, but not paid. *b* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount. £ s. d.
	CHESHIRE—*cont.*			
460B	†Birkenhead, Priory St., Girls and Infants - N.			
460B	Birkenhead, St. Anne's - N. 1	262 0 0	378	200 11 2
			19	4 10 10
460B	Birkenhead, St. Andrew's Pres. 9	- - -	384	160 4 2
			12	3 15 0
460B	Birkenhead, St. Anne's Branch, Infants - 1	- - -	30	13 13 6
460B	Birkenhead, St. James' Ch. 1	499 10 0	223	111 1 6
460B	Birkenhead, St. John's - N. 1	480 0 0	331	175 16 2
			5	1 0 10
460B	Birkenhead, St. Lawrence's - R. 6	- - -	478	244 17 2
			31	12 4 2
460B	Birkenhead, St. Mary's Ch. 1	150 0 0	320	151 0 0
460B	Birkenhead, St. Patrick's (Girls and Infants) - R. 6	- - -	113	51 2 8
460B	Birkenhead, St. Werburgh's - R. 6	- - -	252	125 8 2
460B	Birkenhead, St. Peter's Church - N. 1	496 0 0	372	218 2 6
460B	Birkenhead, Holy Trinity, Ch.	500 0 0	238	125 1 0
			17	7 4 2
460B	Birkenhead - W. 9	954 0 0	251	116 14 6
453	Bollington - N. 10	*250 0 0	248	159 8 4
	" - "	374 0 0		
453	Bollington - W. 5	256 0 0	163	101 6 4
453	Bollington Cross - N. 10	241 0 0	75	58 7 6
454	Bollington, near Rostherne Ch. 11	197 0 0	47	23 18 2
453	Bosley - N. 10	216 0 0	46	31 17 0
459	Boughton, St. Paul's - N. 4	831 14 0	266	162 2 2
			14	1 15 0
454	Bowdon - N. 11	162 0 0	69	41 13 4
454	Bowdon, Hale Barns N.	228 10 0		
457	Bradwell Reformatory.			
452	Bredbury - N. 7	322 10 0	166	100 1 10
			46	19 8 4
460B	Brighton, New - N. 10	- - -	179	168 7 7
453	Broken Cross, St. Thomas' N. 10	100 0 0	62	31 7 6
460A	Bromborough N. 11	- - -	89	68 2 6
454	Broom Edge Ch. 5	- - -	52	27 9 6
455	Budworth, Great - Ch. 6	540 0 0	82	43 15 8
457	Buglawton - N. 3	258 0 0	103	50 10 4
			15	6 5 10
458	Bunbury, Aldersey, Endowed - N. 11	50 0 0	103	44 4 0

c Evening School, grant for two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
CHESHIRE—*cont.*	£ s. d.		£ s. d.
Bunbury, Girls - - N. 11	47 17 6	94	56 19 8
Burton, Bishop Wilson's - N. 11	93 0 0	57	*a*
Carrington, Earl Stamford's - N. 11	- - -		*b*
Castle Hall (Staleybridge) - N. 9	- - -	150	68 6 10
Castle Northwich, Mixed.			
Girls - - Ch. 6	225 0 0	90	48 6 0
Cheadle - N. 10	*90 0 0	109	65 13 4
" - "	68 12 6		
Chester - B. 9	- - -	176	41 4 10
Chester, ChChN. 4	195 12 0	144	72 1 10
Chester, Consolidated, Girls' - - 4	- - -	95	46 10
Chester, Kale Yard, Infants 4	- - -	172	89 10 4
Chester, Model 3	316 0 0	135	79 12 0
Chester, Ragged and Indust.			
Chester (Grosvenor), St. John's - N. 4	- - -	84	55 0 8
Chester, St. John's St. - W. 10	500 0 0	77	45 2 0
Chester, St. Mary's - N. 4	692 13 0	343	215 8 9
		15	4 16 9
Chester, St. Mary's, Infts., (Handbridge) - Ch. 4	- - -	120	74 19 10
Chester, St. Olave St., Ragged.			
Chester (St. Oswald's), (Diocesan) N. 4	170 0 0	213	139 19 6
Chester, St. Werburgh's, Boys - R. 4	- - -	130	39 16 5
		30	7 15 7
Christleton - P. 4	208 16 0	133	88 15 0
Church Lawton, Boys and Girls - N. 3	117 13 4	41	23 5 6
		7	1 17 6
Church Lawton, Girls' Industrial. *c*			
‡Church Minshull - N.			
Clutton - N.	*50 0 0		
Compstall, St. Paul's - N. 9	- - -	205	127 18 4
Congleton, St. James' - N. 3	666 15 5	282	157 17 4
		56	20 13 4
Congleton, St. Peter's (North Street) - N. 3	- - -	103	47 2 11
Congleton, St. Stephen's - N. 3	367 0 0	118	58 4 11
		24	8 1 8
Congleton (Wagg St.) W. 5	- - -	143	76 3 6

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
457	Congleton, Infants - W. *d*			
458	Coppenhall - N. 10	464 0 0	246	135 16 9
458	Coppenhall, Infants - N. *e*	53 6 8		
458	Cotebrook - N.	83 11 3		
457	Cranage - N. 6	- - -	91	52 5 0
458	Crewe - - N. 10	- - -	619	341 19 0
			21	4 14 2
458	Crewe Green Ch. 10	- - -	140	62 0 2
458	Crewe - Prcs. 10	- - -	184	85 10 8
458	Crewe - - R.			
458	Crewe - - W. 10	359 10 0	*f* 216	105 9 4
			257	136 16 8
456	Dane Bridge N. 5	529 4 0	98	44 15 2
456	Davenham - N. 5	864 0 0	132	79 13 10
456	Delamere Forest - N. 4	176 0 0	84	53 15 0
451	Disley - - N. 4	- - -	99	28 3 7
474	Dukinfield, Factory - B. 12	- - -	85	30 1 2
474	Dukinfield, Moravian - 12	352 2 6	239	129 18 6
474	Dukinfield, St. John's - N. 9	665 15 0	242	143 10 2
			23	7 17 6
474	Dukinfield, St. Mark's - N. 9	702 3 4	276	155 10 10
			66	28 16 0
474	Dukinfield, St. Mark's, Wharf St., Lower, Infants - N. 9	113 0 0	89	43 11 6
454	Dunham Massey, St. John the Evangelist - N. 11	756 0 0	129	55 1 10
454	Dunham Massey, St. Margaret's, Infants - N. 11	- - -	127	65 2 6
460A	Eastham - N. 11	316 1 1	105	116 13 2
453	Eaton, Ch. Ch. - - N. 10	- - -	49	34 16 0
452	Edgeley (Stockport) R. 11	- - -		*b*
452	Edgeley - W. 10	- - -	151	72 11 0
460A	Ellesmere Port - - N. 11	45 0 0	56	47 4 1
457	Elworth, St. Peter's - N. 6	80 0 0	62	30 8 2
458	Faddiley - N.	124 0 0		
459	Farndon - P.			
459	Flookersbrook, Ch. Ch. - N. 4	- - -	78	40 13 4
460	Frankby - Ch 10	- - -	44	32 5 7
455	Frodsham, Girls and Infants - N. 4	*100 0 0	129	67 17 4
	" - "	99 10 0		
455	Frodsham, Endowed - 4	- - -	114	42 5 0
452	Gee Cross, St. Paul's - N. 7	- - -	102	56 11 6
			15	5 4 2
474	Godley-cum-Newton Green - N. 10	473 0 0	154	81 4 6
			38	12 0 0

a Refused under Article 52 *d*.
‡ Incorporated with Congleton, Wagg St., W. S.

b Due, but not paid.
e School not existing.

c Removed from inspection.
f For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
456	Goostrey - N. 6	300 0 0	42	16 6 0
466	Grappenhall N. 5	236 0 0	140	71 0 2
455	Halton - P. 3	- - -	84	40 8 2
455	Halton, Grammar - - 3	- - -	63	12 12 3
452	Handforth - N.	175 0 0		
459	Handley - Ch.11	- - -	*a*	
456	Hartford - N. 5	*78 0 0	112	63 10 10
	,, - ,,	109 7 0		
458	Haslington - N. 10	648 0 0	168	101 18 0
457	Hassell Green W. 5	- - -	43	18 14 6
452	Hatherlow - B. 11	- - -	62	32 8 2
			11	3 5 10
452	Hazel Grove W. 10	- - -	158	86 18 10
			39	21 7 6
455	Helsby - N.	100 0 0		
453	Henbury - Ch. 10	- - -	41	10 15 0
474	Hollingworth N. 10	245 15 0	88	62 2 0
460A	Hoyle Lake N. 10	256 19 2	132	119 18 6
457	Hulme Walfield - - N.			
453	Hurdsfield, Lower, Boys and Infants N. 10	375 14 0	193	93 13 0
			15	6 2 6
453	Hurdsfield, Upper, Girls N. 10	470 0 0	67	33 12 0
459	Huxley - N. 11	54 0 0	15	2 11 11
474	Hyde, Flowery Field - B. 1	- - -	326	176 19 4
452	Hyde, St. George's - N. 7	*300 0 0	259	155 9 6
			42	15 1 8
452	Hyde, St. Paul's - R. 6	- - -	121	51 4 11
			57	28 11 4
452	Hyde, St. Thomas' - Ch. 7	- - -	84	39 2 8
459	Kelsall, St. Philip's - N.	60 0 0		
453	Kettleshulme N. 9	207 0 0	23	11 0 10
457	Key Green - Ch. 3	- - -	28	9 3 3
455	Kingsley - N.	179 5 0		
460A	Kirby, West N. 10	- - -	53	51 11 11
454	Knutsford, Boys - - N. 11	- - -	95	59 18 8
			32	10 0 0
454	Knutsford, Girls - Ch. 11	- - -	—	*a*
454	Knutsford (Lady Egerton's) Ch.			
466	Latchford - N. 5	115 16 0	63	25 7 10
458	Lees - - N.	*35 0 0		
456	Leftwich, Infants - - N. 5	45 0 0	36	6 12 7
454	Legh, High Ch. 11	18 1 6	*b* 50	15 10 2
			61	40 15 0
458	Leighton and Minshull-Vernon - N. 10	360 17 10	57	36 0 0
453	Lindow Common - 2	- - -	67	35 10 8
460B	Liscard - N. 10	150 0 0	178	161 0 3
			23	11 17 6
460B	Liscard, St. Alban's - R. *c*			
456	Lostock Graham - - N. 6	149 16 0	78	35 17 10
454	Lymm - N. 5	- - -	145	68 18 5

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
453	Macclesfield, Ch. Ch., Boys N. 10	- - -	310	147 10
453	Macclesfield, Ch. Ch., Girls and Infants - N. 10	650 16 10	*b* 26	11 3
			347	154 14
			52	22 8
453	Macclesfield, Ch. Ch. (Crompton Road) - N. 10	253 6 8	58	26 12
453	Macclesfield, Mill Street W. *d*			
453	Macclesfield, Old Ch. - N. 10	153 15 0	*b* 209	85 10
			209	114 3
453	Macclesfield, St. Alban's R. 6	- - -	147	61 17
			32	10 18
453	Macclesfield, St. Paul's - N. 10	439 8 8	156	58 17 1
453	Macclesfield, St. Peter's - N.	436 3 4		
363B	Maesfen - Ch. 11	- - -	70	51 11
363B	Malpas (Allport's Endowed) - N. 11	- - -	*b* 112	53 8
			121	58 3
459	Marlston-cum-Lache - N. *e*	*20 0 0		
452	Marple - N. 10	*160 0 0	162	74 6
452	Marple (High Lane) - N. 10	221 2 6	144	85 3
452	Marple, The Albert - B. 11	- - -	135	47 13
456	Marton - N. 10	46 0 0	—	*a*
454	Mere (Mrs. L. Brooke's) - N. 11	- - -	99	54 9
456	Middlewich N. 6	*70 0 0	289	155 10
	,, - ,,	1,111 10 0		
456	Middlewich - W. *d*			
457	Mossley - N.	250 0 0		
474	Mottram-in-Longdendale N. 10	85 13 0	50	24 8
456	Moulton - N. 5	38 0 0	55	28 7
458	Nantwich - N. 6	*240 0 0	282	135 2
	,, - ,,	174 15 6		
451	Nantwich - W. 10	551 5 0	130	70 3
460A	Neston - N. 11	837 0 0	124	112 1
460A	Neston, Little, General - 1	- - -	156	70 13
460A	New Ferry - N. 11	556 0 0	168	156 9
474	Newton-in-Mottram - N.	536 0 0	64	41 9
452	Norbury - N.	213 0 0		
454	Northenden N.	40 0 0		
456	Northwich - R. 5	- - -	115	39 10
456	Northwich, Weaver Navigation - Ch. 6	- - -	169	131 4
456	Northwich - W. 10	- - -	150	65 15
455	Norton, Bridgwater Canal Ch. 3	- - -	65	19 0
457	Odd Rode, Boys and Girls 3	- - -	90	39 15
456	Oulton Park N. 12	- - -	91	32 19
456	Over - - N. 5	628 0 0	84	41 16
			3	0 17

a Due, but not paid.
b For two years.
c Removed from inspection.
d School closed.
e School not in existence.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
CHESHIRE—*cont.*	£ s. d.		£ s. d.
Over Lane - W. *a*			
Over Peover Ch. 11	- - -	49	6 15 0
Oxton - - N. 11	542 6 8	201	95 4 6
		13	1 12 6
Parkgate, Infant - - Ch.11	144 0 0	37	29 15 6
Portwood - W. 10	1,284 0 0	446	231 15 8
Poulton-cum-Seacombe, Infant - 10	- - -	41	9 15 2
Poynton, Lord Vernon's - 10	- - -	277	146 4 10
		36	12 11 8
Rainow - N.	170 0 0		
Rock Ferry, St. Ann's - R. 6	- - -	45	17 17 2
Rockwood - Ch.10	- - -	81	48 17 10
Rode Heath N. 3	- - -	61	26 15 8
Romiley - N. 10	588 0 0	101	57 6 6
		12	3 15 0
Rostherne - N. 11	- - -	78	36 7 6
Rudheath - N. 5	- - -	73	35 3 6
		406	207 4 2
Runcorn - N. 3	- - -	31	9 12 2
Runcorn, Floating Church, Mixed - 3	- - -	39	16 12 2
Runcorn, Holy Trinity - N. 3	367 0 0	353	179 5 0
		21	7 2 6
Runcorn - R. 5	- - -	86	43 10 8
Runcorn - W. 10	509 10 0	297	138 12 8
Sale, St. Anne's Ch. 11	239 3 9	146	73 3 4
Sale, Townships - - B. 1	- - -	117	*b*
Saltney-cum-Lache - N. 4	191 0 0	93	47 4 0
Sandbach - N. 6	596 3 4	324	184 3 8
Sandbach Heath N. 6	- - -	53	23 19 6
Sanghall, Gt. N. 4	- - -	63	42 6 9
Seacombe - N.	733 5 0	165	89 11 8
Seacombe - W. 9	735 0 0	167	87 15 0
Seacombe (Wallasey) Mission House - 9	- - -	96	37 14 4
Shadow Moss N.	*30 0 0		
Sharstone - N. 11	28 15 0	—	*c*
Siddington and Capesthorne N. 10	321 10 0	59	31 13 0
Smallwood - N. 3	160 10 0	56	30 15 0
Staleybridge Factory - B. 3	- - -	167	120 2 10
Staleybridge, St. Paul's - N. 9	600 0 0	138	79 4 0
Staleybridge, St. Peter's - R. 6	- - -	302	169 13 0
Staley Millbrook, St. James's - N. 6	256 0 0	38	14 10 5
Stockport - N. 7	49 0 0	402	221 2 10
		30	11 1 8
Stockport - B. 10	250 0 0	159	75 8 6
Stockport, Gt. Moor - Ch. 9	- - -	89	47 8 6
		13	3 9 2
Stockport, Ragged and Industrial.			

No. of Dist., or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
452	Stockport - R. 6	1,689 0 0	471	203 18 10
			366	140 15 0
452	Stockport, St. Peter's - N. 7	247 0 0	66	32 1 4
452	Stockport, St. Thomas' - N. 7	*750 0 0	279	161 18 10
	" - "	11 10 0	99	43 4 2
455	Stockton Heath Ch. 5	- - -	158	86 5 2
455	Stretton - N. 5	- - -	95	64 5 6
454	Styal, The Oak - - B. 2	- - -	114	67 9 4
			18	4 16 8
460A	Sutton-in-Hooton - N. 11	218 0 0	84	75 14 0
460A	Sutton - Pres. 10	- - -	58	19 7 4
			181	89 15 2
453	Sutton, St. George's - N. 10	263 6 8	*d* 26	8 11 8
			207	97 12 8
			23	7 10 10
453	Sutton, St. George's, Infant and Sunday - -	*400 0 0		
453	Sutton (Higher) St. James' - N.	*150 0 0		
454	Tabley, Nether Ch. 11	- - -	—	*c*
458	Tarporley - N. 5	324 0 0	113	64 16 6
459	Tarvin - N. 3	*77 0 0	81	39 7 6
	" - "	323 2 0		
459	Tattenhall - N. 12	560 0 0	*d* 139	74 0 0
			133	50 11 0
453	Taxall and Fernilee - N. 9	214 0 0	109	55 18 4
460A	Thornton Hough, All Saints Ch. 11	- - -	71	47 1 0
458	Tilston - Ch. 12	- - -	*d* 140	83 17 4
			149	86 10 6
454	Timperley - N. 11	471 0 0	—	*c*
474	Tintwistle - N. 10	*195 0 0	69	45 17 4
	" - "	118 17 4		
474	Tintwistle - B. 10	200 0 0	108	92 10 10
460B	Tranmere, St. Catherine's N. 11	774 12 0	300	312 12 2
460B	Tranmere, Limekiln Lane - Ch. 11	295 10 10	245	175 19 8
460A	Upton, Overchurch - Ch. 10	- - -	62	35 13 3
459	Upton, St. Mary's - N. 4	70 0 0	55	29 15 6
458	Utkinton - N. 5	45 0 0	23	14 16 6
474	Vale House - Ch. *e*			
460B	Wallasey - Ch. 10	- - -	99	91 17 9
458	Warmingham - Ch. 10	- - -	81	44 15 0
456	Weaverham N. 5	400 0 0	172	114 14 10
474	Wednesbrough Green - Ch. 11	- - -	49	18 3 6
455	Weston Point Ch. 3	- - -	48	26 16 4
			13	5 2 6
455	Weston (Runcorn) - Ch. 3	167 13 0	92	50 7 4
455	Weston - W. 10	- - -	23	9 14 4
456	Wharton - N. 5	426 10 0	184	111 17 4

a School closed.
d For two years.

b Refused under Article 52 *d*.
e School pulled down.

c Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
456	Whitegate, Girls - 6	- - -	34	32 13 2
453	Whiteley Green N. 10	- - -	32	16 4 10
454	Wilmslow N. 2	281 15 10	69	37 8 8
454	Wilmslow, Independent and Infant B. 2	- - -	131 28	61 9 2 10 5 0
456	Winsford (Weaver Navigation) - N. 5	153 0 0	141	69 1 8
456	‡Winsford - W. *a*			
456	Witton - N. 6	193 10 0	273	168 9 10
459	Woodbank - N.	*30 0 0		
459	Woodcock's Well (Mow Cop) - N. 3	345 18 0	103	68 9 2
453	Woodford - N. 10	123 0 0	35	*f*
452	Woodley, Public - 10	- - -	96 20	50 18 1 8 7 6
458	Worleston - N. 6	40 0 0	49	24 9 6
458	Wybunbury (Broad Lane) N. 6	- -	75	40 4 4
458	Wybunbury, Delve's Charity.			
458	Wybunbury, Girls - Ch. 6	- - -	63	5 15 10
	CORNWALL.			
307	Agnes, St. - P. 10	- - -	54	18 3 6
307	Agnes, St. - B. *b*	*250 0 0		
	" - "	126 10 0		
301	Altarnun - N. 5	*32 0 0	49	11 11 7
309	Ashton, Infant.			
306	Austell, St. - N. 10	*150 0 0	260	106 16 10
	" - "	25 0 0		
306	Austell, St. - B. *c*	*100 0 0		
307	Baldhu - N. 10	120 0 0	109	29 4 11
306	Biscovey (Par.) N.	87 15 0		
306	Blazey, St. - N. 10	347 19 3	*d*95 *d*66 188	44 8 8 24 6 0 83 17 10
304	Bodmin - N. 7	377 2 6	26	9 5 0
304	Bodmin - W. 7	- - -	71	47 13 7
300	Boscastle - N. 5	50 0 0	62 6	23 7 2 1 1 0
311	Bottoms, St. Levan - W. 6	228 0 0	47	43 13 6
309	Breage, St. - N. 7	*125 0 0	71	31 12 10
	" - "	50 0 0		
300	Breward, St. N. 5	- - -	44	26 8 6
299	Budehaven - Ch. 5	- - -	96	49 6 6
308	Budock - N. 5	- - -	99	49 2 0
311	Buryan, St. - N. 7	139 0 8	76 17	38 9 0 6 0 10
303	Callington - N. 4	120 0 0	124 45	45 16 4 6 17 6
290	Calstock - N. 4	430 0 0	75	25 9 5

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CORNWALL—*cont.*	£ s. d.		£ s. d.
310	Camborne - B. 6	*150 0 0	257	149 3
	" - "	78 13 4		
310	Camborne Town - N. 7	318 17 0	191 17	76 9 4 6
300	Camelford - N. 5	200 0 0	71	24 11
304	Cardynham N. *c*	*50 0 0		
309	Carnmenellis N. 6	- - -	75	35 2
312	Carn Thomas, St. Mary's - N. 7	- - -	48	19 16
307	Chacewater N. 10	268 0 0	115	38 18
306	Charlestown (St. Austell) W. 7	- - -	56	36 4
309	Clowance (Boys) N. 6	- - -	84	31 16
308	Constantine B. 7	*70 0 0	145	67 1
	" - "	128 8 4	52	26 4
309	Crowan (Girls) N. 6	112 0 0	37	14 7
305	‡Cubert - Ch.			
309	Cury - Ch.			
310	Cusgarne - N.	84 0 0		
300	Delabole - B. 5	- - -	47 8	21 2 1 0
307	Devoran - N. 6	65 0 0	74	30 3
307	Devoran - W. 7	- - -	62	14 4
302	Devyock - N.	114 0 0		
303	Dominick, St. N.	210 12 0		
311	Erth, St. - P. 7	167 11 0	144	61 11
305	Ervan, St. - N. *a*	200 0 0		
306	Ewe, St. - N. 10	- - -	—	*e*
308	Falmouth - N. 6	12 8 6	56	16 6
308	Falmouth - B. 7	- - -	301	172 15
308	‡Falmouth, Girls, New B.			
307	Feock, St. - N. 6	65 0 0	75	31 7
307	Gerrans - P. 5	193 16 0	73 18	44 13 6 5
309	Grade and Ruan Minor N. 6	170 0 0	54	22 1
306	Grampound with Creed N. 10	166 10 0	80 14	39 18 4 13
311	Gulval - N. 7	111 12 6	108	53 16
309	‡Gunwalloe - Ch.			
310	Gwennap, Church Town - N. 6	*42 0 0	103	43 14
	" - "	25 12 4		
310	Hayle, Copperhouse - W. 6	- - -	120	75 16
311	Hayle, Foundry W. 6	- - -	82	50 18
309	Helston - N. 6	- - -	204 36	91 15 13 2
309	Helston - W. 7	293 6 6	111	53 15
302	Hessenford, St. Ann's - N.	7 17 8		
310	Illogan, Boys N. 7	- - -	109	42 10
310	Illogan, Girls N. 7	89 10 8	94	45 9
303	Ive, St. - N. 1	180 7 6	73	34 2
311	Ives, St. - N. 7	300 0 0	151	77 14
311	Ives, St., St. John's - N. 6	- - -	51	23 11
311	Ives, St. - W. 6	- - -	146	109 8
300	Juliot, St. - Ch.	116 3 4		
311	Just, St. - N.	193 0 0		

a School closed.
b School in ruins.
c Removed from inspection.
d For two years.
e Due, but not paid.
f Grant not claimed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
CORNWALL—*cont.*	£ s. d.		£ s. d.
Just, St. - W. 6	155 0 0	115	58 12 7
Kenwyn, St. George's - N. 10	299 4 0	103	51 14 8
Kilkhampton N. 5	20 8 0	84	44 9 6
Kilkhampton W.	126 0 0		
Landulph - P. 12	17 15 6	40	17 0 6
		a 39	17 5 2
Lanreath - N.	100 0 0		
Lanhydrock Ch. 5	- - -	33	4 17 5
Launcells - N.	60 0 0		
Launceston B. 5	*100 0 0	54	23 11 10
Launceston (and St. Thomas') - N. 5	*200 0 0	77	31 10 8
„ - „	10 0 0		
Lerrin - - N.	120 0 0		
Lewannick - W. 5	- - -	43	13 6 5
Lezant - - N.	70 0 0		
Liskeard, Boys - - B. 7	*125 0 0	136	50 11 7
- „	54 0 0		
„			
Liskeard, Girls - - B. 7	- - -	123	66 14 5
Luckett - Ch. 4	150 10 0	43	17 1 2
Ludgvan - N. 6	*90 0 0	64	29 10 8
Mabe - - N. 6	- - -	79	36 19 6
Mabyn, St. - N.	168 0 0		
Marazion (Sir C. Cole's) - 7	- - -	70	35 2 7
Marham Church - Ch.			
Mawes, St. *c*			
Mawes, St. - W. 7	- - -	70	37 6 0
Mawgan, St. (in Meneage) *c*			
Mawgan, St., Village.			
Mawnan, Village - - 5	- - -	43	12 5 4
Mellion, St. - Ch. *c*			
Menheniot - N. 1	20 4 2	113	50 3 6
		22	5 11 8
		75	40 7 0
Merrymeet - N. 1	50 0 0	21	6 14 2
Morval - - P. 1	- - -	55	35 0 4
Moorwinstow N.	70 0 0		
Mousehole - W. 6	285 10 0	124	72 7 1
Mylor Bridge N. 6	- - -	156	61 4 6
Neot, St. - N. 1	117 0 0	99	51 10 2
Newlyn - W. 6	406 0 0	109	64 12 0
Par, Biscovey N. *See* Biscovey (Par.), N.S.			
Paul, St. - N. 6	- - -	91	43 16 6
		d 35	4 9
Pelynt - - N.	75 0 0		
Pendeen - N. 7	241 10 0	174	77 15 8
Penrose - Ch. *e*			
Penryn - N. 5	*150 0 0	91	34 6 10
„ - „	10 5 0		
Penryn - W. 7	227 0 0	140	81 17 1
Pensilva - N. 1	- - -	87	36 13 4
Penzance - N. 7	*340 0 0	369	139 4 6
Penzance, St. Paul's - Ch. 7	- - -	129	*f*

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	CORNWALL—*cont.*	£ s. d.		£ s. d.
311	Penzance - W. 6	- - -	201	124 8 0
307	Perranzabuloe - - N.	90 0 0		
310	Phillack - N. 7	- - -	178	66 16 2
307	Philleigh - P.	78 14 6		
302	Pillaton - N.			
303	Polruan - N. 1	80 0 0	60	26 14 0
309	Porthleven - N.	152 5 0		
307	Probus - P. 6	- - -	69	32 4 0
302	Quethiock - N.	*32 0 0		
	„ - „	34 10 0		
310	Redruth - N. 10	- - -	107	47 9 10
			15	3 19 2
310	Redruth - B. 6	- - -	157	82 13 7
310	Redruth - W. 6	- - -	202	110 4 5
303	Rilla Mill - B.			
302	Saltash - N. 11	91 10 0	—	*g*
311	Sancreed - N. 6	190 0 0	64	35 6 4
			10	4 1 8
312	Scilly Isles, St. Mary's - N. 7	- - -	127	59 17 0
302	Sheviocke - Ch. 12	- - -	—	*g*
303	South Hill - N. 4	140 5 0	37	12 18 0
			8	1 0 0
302	Stephen's, St., by Saltash N. 11	- - -	62	12 10 10
306	Stephen's, St. (St. Austell) N. 10	- - -	60	23 13 2
			a 69	37 15 6
301	Stoke Clymsland - - N. 4	274 0 0	63	24 8 0
301	Stoke Clymsland Luckett, N. *See* Luckett, Ch.			
299	Stratton - N. 5	180 0 0	66	31 19 8
			6	1 3 4
302	Tideford - N. 1	119 0 0	39	17 8 2
300	Tintagel - N.	143 3 10		
302	Torpoint - Ch. 12	- - -	79	43 11 8
			a 87	43 8 0
312	Tresco (Scilly) N. 7	- - -	24	14 16 0
310	Trevenson-Pool - - N. 7	123 0 0	136	58 12 6
310	Trevenson (The Bassett) - - N. 7	- - -	123	64 17 4
307	Truro - B. 7	*300 0 0	344	207 14 3
307	Truro, Exeter, Practising for Females - 10	368 0 0	90	29 11 3
307	Truro, Fairmantle St. - N. 10	36 0 0	154	81 8 0
			13	3 9 2
307	Truro, St. John's, Infant - - 10	- - -	108	43 10 1
307	Truro, St. Mary's - N. 10	*120 0 0	149	78 8 4
310	Tuckingmill, All Saints' N.	120 0 0		
304	Tudy, St. - Ch. 5	- - -	28	12 8 10
306	Tywardreath N. 10	180 0 0	120	49 13 6
304	Wadebridge 7	- - -	86	80 1 4
310	Wall - - W. 6	- - -	82	53 14 11
301	Warbstow - N.	*30 0 0		
309	Wendron - N. *c*	*90 0 0		

a For two years. *b* School not existing. *c* Removed from inspection. *d* Grant due 1864.
e School closed. *f* Refused under Article 51 *a*. *g* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixture	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	CORNWALL—*cont.*	£ s. d.		£ s. d.
305	Wenn, St. - N. 5	160 0 0	32	12 15 8
			2	0 10 0
309	Wheal Ruby (Carnmenellis) N. 6	- - -	22	0 15 9
311	Zennor - N.	69 0 0		
	CUMBERLAND.			
569	Allhallows - Ch. 2	268 5 3	43	23 1 0
569	Allonby - B.	100 0 0		
564	Alston Charity - Undl. 6	- - -	105	62 8 10
564	Alston - - N. 3	199 17 6	116	57 11 9
569	Aspatria - N. 3	15 0 0	70	21 9 4
571	Beckermet District - 11	- - -	60	38 18 6
571	Bees, St. - N. 5	- - -	29	13 12 8
569	Blencogo - Ch.			
569	Blennerhasset - - B. 5	- - -	43	27 11 6
569	Bolton - N. 2	264 0 0	58	38 13 10
570	Bothel - N.	236 0 0		
569	Bowness - N. 2	- - -	62	34 15 6
570	Braithwaite N. 2	- - -	41	25 11 10
566	Brampton - N. 10	883 0 0	294	127 7 1
566	Brampton Eng. Pres.			
570	Brigham (Keswick) - N. 11	- - -	87	36 4 6
570	Broughton, Great, Endowed - Ch. 4	143 5 0	64	24 0 0
569	Caldbeck - 2	- - -	56	28 5 2
568	Cargo - Ch. 12	213 0 0	—	*a*
568	Carlisle - B. 5	*300 0 0	176	84 13 6
	" "	54 0 0		
568	Carlisle, Central - N. 10	- - -	244	105 15 10
568	Carlisle, Ch. Ch. - - N. 10	575 1 3	450	213 6 10
			27	9 17 6
569	Carlisle, Education Society's.			
568	Carlisle, St. Bede's - R. 6	- - -	180	49 18 5
			44	9 7 8
568	Carlisle, St. Patrick's - R. 6	64 0 10	127	47 4 8
			27	7 16 0
568	Carlisle, St. Stephen's - N. 10	250 19 4	257	109 3 11
568	Carlisle, Shaddon Works - Ch. 10	- - -	234	117 15 10
			68	19 13 4
568	Carlisle (The Fawcett) - N. 10	352 6 4	323	151 8 6
			52	23 16 8
568	Carlisle, Holy Trinity - N.	196 10 0		
571	Cleator - N. 12	- - -	*b* 86	37 3 3
			111	54 5 0
571	Cleator Mills B. 5	- - -	120	56 8 6
570	Clifton (Workington) - N. 4	494 8 0	149	77 14 4
570	Cockermouth N. 4	289 18 0	202	73 17 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	CUMBERLAND—*cont.*	£ s. d.		£ s.
570	Cockermouth, St. Joseph's R. 6	- - -	57	27 3
			51	5 15
568	Cotehill - Ch.	97 10 0		
570	Crosby, Cross Canonby - N. 10	223 0 0	87	42 19
568	Crosby-on-Eden - N. 1	139 3 4	64	31 17
570	Crosthwaite N. 5	- - -	56	16 1
570	Crosthwaite, Free Grammar.			
568	Cummersdale Mills - - 1	- - -	52	15 16
565	Cumrew - N.	57 0 0		
565	Dacre - - N.	*40 0 0		
568	Dalston - Ch. 1	237 2 6	76	38 0
570	Dearham, Ellenborough and Unerigg Ch. 1	160 1 3	78	46 4
570	Dovenby - N.	100 0 0		
569	Drumburgh N.	*45 0 0		
569	Fingland - N.	*30 0 0		
570	‡Flimby - N.			
571	Frizington - N.	*25 0 0		
565	Gamblesby - W. 6	- - -	32	12 12
564	‡Garrigill Gate - - B.			
565	Greystoke - N.			
571	Harrington Ch. *c*			
566	Heads Nook B. 5	- - -	45	18 10
571	Hensingham N. 11	- - -	151	74 5
565	Hesket-in-the-Forest - P.			
564	‡High Plains B.			
569	‡Holme Cultram, Aldoth N.			
569	Holme Cultram, Abbey Town - N. 3	- - -	56	25 7
569	Holme Cultram, St. Cuthbert's N.	70 0 0		
568	Holme Eden Ch. 11	- - -	26	13 13
568	Holmehead - B. 5	- - -	222	123 7
568	‡Houghton - Ch.			
565	Howrigg - Ch. 2	- - -	39	*d*
565	Hutton Mar Ch.			
569	Ireby, Grammar - - 5	- - -	56	31 10
572	Irton - - N. 5	- - -	51	28 0
568	Ive Gill - B.	*30 0 0		
570	Keswick, St. John's - N. 5	- - -	102	7 11
	Kirkbampton, Union of Schools - 3			
569	Kirkbampton	- - -	27	18 15
568	Burgh by Sands -	- - -	32	15 10
568	Moorhouse	- - -	19	6 0
568	Kirk Andrews	- - -	34	19 10
568	Newby -	- - -	23	11 8
565	Kirkoswald - N. 1	298 7 0	82	45 8
571	Lamplugh - P. 5	- - -	55	28 14

a Due, but not paid.
b For two years.
c Removed from inspection.
d Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CUMBERLAND—*cont.*	£ s. d.		£ s. d.
536	Lanercost Island - Ch.	184 0 0		
536	Laversdale - Ch. 1	284 0 0	45	33 15 0
535	Lazonby - N. 2	- - -	51	30 12 10
534	Leadgate-in-Alston - N. 4	- - -	47	32 18 0
537	Longtown, United - 5	430 0 0	209	95 11 10
570	Maryport - N. 10	426 10 0	210	100 19 4
570	Maryport - B. 5	149 3 2	174	90 5 4
555	Melmerby - Ch. 1	313 8 0	40	18 17 8
572	Millom - Ch. 11	259 0 0	51	15 2 10
571	Montreal - Ch. 12	- - -	138	63 19 4
572	Muncaster - Ch. 7	- - -	52	39 2 6
535	Mungrisdale			
554	Nent Hall - Ch. 4	- - -	28	13 11 8
571	Nether Wasdale, Village 5	- - -	28	14 9 2
568	Newby - N.	50 0 0		
570	‡Newlands - N. *a*			
539	Newton, West, St. Matthew's N. 3	- - -	56	21 7 2
535	Ousby, St. Luke's - N.	80 0 0		
535	Penrith - N. 2	431 0 0	66	26 11 7
535	Penrith - B. 6	238 0 0	86	51 13 4
			16	4 0 0
535	Penrith - W. 6	234 15 0	138	60 6 10
570	‡Plumbland - N.			
535	Raughton Head - Ch. 11	- - -	52	31 17 0
535	Salkeld, Gt. N. 1	283 0 0	29	4 9 3
537	Scaleby - N. 11	40 0 0	31	6 16 10
533	Scotby N. & P. 3	174 0 0	71	31 12 4
539	Silloth, St. Paul's - N. 3	426 0 0	92	47 11 8
535	Stainton, Mixed - Ch. 2	103 15 0	42	21 8 0
538	Stanwix - N. 10	*55 0 0	119	73 9 0
	" - "	343 15 4		
533	Stanwix, Reformatory.			
537	Stapleton - Ch. 1	32 2 0		
533	Talkin - Ch. 11	282 0 0	*b*	
539	‡Thursby, Endowed.			
532	Thwaites - Ch.	122 7 6		
539	Uldale (Grammar) - N. 5	54 0 0	30	*c*
535	Upperby - N. 11	174 0 0	79	43 11 8
535	Warwick (near Carlisle) B. 5	- - -	31	13 18 4
537	Watermillock, Grammar - Westward - Ch.	170 12 0		
571	Wetheral, Village - - Ch. 11	90 0 0	58	34 18 3
	Whitehaven U. Whitehaven, St. Mary's - B.			
	Whitehaven, St. Nicholas' N. 11	223 6 0	176	77 13 0
571	Whitehaven, Holy Trinity N. 11	*200 0 0	*d*403	184 1 6
	" "	281 6 8	393	205 13 2
569	Wiggonby - N. 3	- - -	75	*e*
569	Wigton - N. 3	- - -	268	114 6 2
569	Wigton - B. 5	*210 0 0	43	16 13 8
569	Wigton - R. 6	- - -	114	27 19 7
570	Workington, Free - - Ch. 11	1,215 0 0	*d*147	21 11 0
			136	64 16 2
570	Workington, R. 6	- - -	83	35 18 0
570	Workington, (St. John's) Ch. 11	516 9 0	*d*169	85 12 6
			189	95 19 10
568	Wreay - N. 12	- - -	66	26 1 0
	DERBYSHIRE.			
446	Alfreton - N. 11	350 0 0	81	45 13 4
447	Alkmonton - N. 11	- - -	24	12 7 0
446	Allestree - N. 2	207 0 0	87	39 13 6
444	Alvaston and Boulton - Ch. 2	335 0 0	68	31 6 3
447	Ashbourne - N. 4	- - -	209	79 16 3
449	Ashford - N. 6	- - -	60	36 7 10
			19	6 17 6
448	Ashover Hill Ch.			
444	Aston-on-Trent - N. 2	54 0 0	39	16 18 3
449	Bakewell - N. 6	137 5 0	106	45 19 8
			29	8 12 6
449	Bakewell - W. 10	- - -	30	12 15 0
			78	44 18 8
450	Bamford - N. 5	62 10 0	36	14 1 8
449	Baslow (Ch. Ch. - - N. 12	- - -	46	28 2 6
509	Beighton and Hackenthorpe - N. 8	367 0 0	47	21 6 8
			149	64 1 4
446	Belper - N. 6	536 0 0	55	14 4 2
446	Belper - U.			
446	Belper - W. *f*			
447	Bentley Fenny Ch.			
447	Biggin, St. Thomas' - N.	150 0 0		
448	Bolsover - N.	251 10 0		
447	Bonsall - Ch. 6	- - -	51	22 4 5
444	Borrowash, Infants - N.			
374	Boylestone - N.	90 0 0		
448	Brackenfield N. 6	125 7 0	67	25 10 11
447	Brailsford, Mr. Evans's - 10	- - -	80	44 9 6
448	Brampton, St. Thomas' N. 8	114 15 0	128	56 4 0
			42	5 5 0
447	Brassington N. 6	- - -	70	39 4 8
444	Breaston - N.	144 0 0		
448	Brimington - N.	75 0 0		
375	‡Broughton Church - N.			
450	Burbage - Ch. 2	- - -	185	108 4 4
			28	8 13 4
450	Buxton, Endowed - N.			
450	Buxton - W.	92 10 0		

a Removed from inspection.
b Due, but not paid.
c Refused under Article 51 *c*.
d For two years.
e Refused under Article 52 *d*.
f School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	DERBY—*cont.*	£ s. d.		£ s. d.
450	Castleton, Boys - N. 5	- - -	34	15 12 0
			16	4 6 8
450	Castleton, Girls - N. 5	- - -	34	17 10 0
450	Chapel-en-le-Frith - N. 5	*105 0 0	179	83 14 7
	" " - "	25 17 0		
451	Charlesworth N. 5	250 0 0	76	41 19 5
451	Charlesworth B.			
448	Chesterfield, Old, Trinity N. S	174 5 0	147	55 0 9
448	Chesterfield R. 5	- - -	195	91 4 4
448	Chesterfield, Victoria - N. S	190 0 0	149	85 17 0
				*a*20 0 0
450	Chinley - B.	*40 0 0		
448	Clay Cross Iron Works 10	- - -	658	321 18 8
			66	19 6 8
448	Clay Cross, St. Bartholomew's - P.			
447	Clifton - Ch. 4	- - -	22	8 4 8
438	Codnor and Loscoe, Boys - N. 10	240 0 0	90	44 17 8
438	Codnor, Girls and Infants N. 10	550 0 0	177	84 0 10
446	Crich - - N. 5	284 8 10	138	59 6 6
376	Croxall - Ch. 4	- - -	53	23 17 7
449	Darley, South - Ch. 6	131 16 8	50	23 12 2
445	Derby, All Saints' - N. 7	*160 0 0	213	111 14 0
		320 0 0	69	26 0 10
	" " - "			
445	Derby - - B. 10	505 0 0	342	189 3 8
445	Derby, Canal Street - W. 10	- - -	373	169 6 10
			26	7 10 0
445	Derby, Ch. Ch. - - N. 7	350 7 6	285	135 13 10
			38	10 5 0
445	Derby, Curzon Street - N. 7	456 5 8	290	121 6 10
445	Derby, King Street - W. 10	- - -	292	147 16 0
			10	2 15 0
445	Derby, Parliament St. W. 10	- - -	102	55 2 10
445	Derby, Practising - 7	382 15 0	183	87 1 6
445	Derby Ragged and Industrial -	372 0 0		
445	Derby, St. Alkmund's N. 7	211 0 0	271	120 4 4
445	Derby, St. Andrew's - N. 8	- - -	383	174 5 8
			20	4 15 0
445	Derby, St. James - Ch. 7	- - -	145	35 14 4
445	Derby, St. Joseph's - R. *b*			
445	Derby, St. Mary's - R. 5	- - -	102	54 18 0
			31	11 19 2
445	Derby, St. Michael's - N. 8	- - -	165	85 9 0
445	Derby, St. Paul's - N. 7	234 15 0	145	64 1 2
			31	11 5 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	DERBY—*cont.*	£ s. d.		£ s. d.
445	Derby, St. Peter's Bag Lane, Infts. N. 7	*85 0 0	101	47 8 0
445	Derby, St. Peter's, Devonshire St. N. 7	*125 0 0	133	64 3 8
	" " - "	15 13 4	79	29 0 10
445	Derby, St. Peter's, Rose Hill District Ch.	275 0 0		
445	Derby, St. Peter's, Siddal's Lane N. 7	*c**160 0 0	249	126 11 4
			86	34 8 4
445	Derby, St. Peter's, Traffic St. - N. 7	*d*124 0 0	223	116 15 6
	" " - "	8 0 0		
445	Derby, Holy Trinity - N. 7	626 0 0	469	221 3 7
			21	5 10 8
507	Dore - - N. 5	20 0 0	60	28 14 4
374	Doveridge - N. 11	- - -	70	37 13 4
444	Draycott and Wilne - P. 2	426 10 0	154	85 19 8
			*c*73	34 1 6
448	Dronfield Ch. N. 12	- - -	78	32 1 9
446	Duffield, Endowed - N. 4	21 0 0	43	*f*
444	Eaton, Little N. 11	85 0 0	80	21 12 1
444	Eaton, Long N. 11	243 18 9	214	98 15 9
450	Edale - - N. 5	- - -	38	5 19 4
449	Edensor - N. 6	- - -	41	28 0 0
449	Elton - - Ch. 2	- - -	35	16 10 10
444	Elvaston, Earl of Harrington's - - 1	- - -	48	24 8 0
449	Eyam, Mixed Ch. 5	- - -	92	50 9 0
			32	8 0 0
451	Glossop, All Saints' - R.			
451	Glossop - B.	*g**225 0 0		
451	Glossop, Dinting Vale, Printworks B.			
451	Glossop (Duke of Norfolk's) B. 10	31 11 3	115	*f*
448	Grasmoor (in Hasland) N. 8	- - -	62	29 3 0
375	Gresley - N. 3	218 5 -	145	64 16 0
451	Hadfield - Ch.			
451	Hadfield - W. 10	- -	95	43 14 0
448	Handley, Mixed - Ch. 6	- - -	68	14 6 1
437	Hardwick - N.			
447	Hartington - Ch. 10	153 6 3	83	6 3
448	Hasland - N.	207 6 3		
449	Hassop - R. 5	- - -	83	24 15 0
449	Hathersage - Ch. 5	304 0 0	100	53 16 0
449	Hathersage - W. *h*			
451	Hayfield, Town's - N.	*116 0 0		
446	Hazlewood - N.	69 0 0		
446	Heage - N. 6	138 2 5	92	31 1 0
438	Heanor - N. 10	316 13 0	267	137 1 0
448	Heath - Ch. 10	- - -	52	21 18 0

a Retiring pension. *b* School sold and children transferred to Derby, St. Mary's, R.C. School.
c Part of this grant belongs to Traffic Street School.
d For repairing Bag Lane, Devonshire Street, Siddal's Lane, and Traffic Street Schools. *e* For two years
f Refused under Article 52 *d*. *g* School pulled down and 165*l*. 8*s*. 1*d*. repaid. *h* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	DERBY—*cont.*	£ s. d.		£ s. d.
446	Holbrooke - Ch. 3	- - -	65	30 13 10
450	Hope - Ch. 5	- - -	61	31 15 6
446	Horsley - N. 2	35 0 4	120 / 12	57 9 2 / 4 5 0
451	Howard Town - - W. 10	- - -	166	82 7 6
447	Hulland - N. 11	- - -	69	38 1 8
446	Idridgehay - P. 3	115 17 6	37	19 15 6
438	Ilkeston - N. 10	410 13 0	194	109 14 2
438	Ilkeston - B. 11	286 0 0	220	118 2 8
446	Ironville - N. 11	490 0 0	377	193 16 4
438	Ironville, Golden Valley, Infants - N. 11	- - -	63	29 17 6
447	Kniveton - N.	53 0 0		
446	Langley Kirk N.	40 0 0		
446	Lea - Public 10	512 5 0	120	60 5 2
444	Littleover - N. 2	70 0 0	50	18 9 4
447	Longford - P. 5	- - -	49	3 15 0
775	Longlane, Christ Ch. Ch. 2	45 10 0	38	15 13 4
775	Lullington - Ch. 4			
449	Matlock Bath N. 2	205 0 0	88	58 4 4
714	Measham - N. 3	*20 0 0	276	132 9 11
	" - "	145 6 6		
444	Melbourne - N. 4	54 0 0	196 / 35	101 15 0 / 10 17 6
451	Mellor, Methodist Free Church - *a*			
775	‡Mickleover - Ch. *b*			
449	Middleton by Wirksworth N. 5	183 11 10	116 / 252	63 10 8 / 177 12 6
446	Milford - B. 10	- - -	82	30 6 8
449	Monyash - N. *b*			
446	Morley - N.	17 1 9		
448	Newbold with Dunston - Ch. 8	292 12 6	132	58 6 10
775	Newhall - N. 4	357 10 0	188	79 0 10
451	Newmills - B. 10	- - -	183	83 16 3
451	Newmills, St. George's - N. 5	300 0 0	197	65 16 0
451	Newmills - W.			
775	Newton-Solney - N. 2	- - -	67	38 2 2
444	Normanton - Ch. 8	- - -	30	11 15 8
437	Normanton, South - - N. *b*	*64 0 0		
907	Norton Greenhill - - N. 8	46 0 0	33	12 18 8
444	Ockbrooke - N. 2	227 10 0	51 / 17	32 5 4 / 6 0 10
447	Osmaston - N. 4	- - -	72 / 9	38 11 0 / 3 17 6
447	Parwich - 4	- - -	43	20 13 2
446	‡Pentrich - N.			
437	Pleasley Works - B. 12	- - -	62 / 14 / 38	44 12 4 / 3 13 4 / 20 13 6
714	Ravenstone - N. 3	- - -	270	97 2 0
446	Riddings - N. 11	345 0 0		
448	Ridgeway - N.	*80 0 0		
446	Ripley (Boys, Girls, & Inft.) N. 6	1,185 7 6	449 / 14	250 11 11 / 4 13 4
446	Ripley, St. John's - N. 6	230 0 0	114	60 17 4
446	Ripley - W. *a*	415 0 0	116	71 1 8
444	Sawley - N. 11			
437	Scarcliffe and Upper Langwith - N. 7	- - -	35	9 18 8
375	Scropton - N. 4	111 5 0	50	19 10 8
444	Shardlow - P *b*			
438	Shipley and Cotmanhay N. 10	551 11 3	221	108 4 4
437	Shirebrook - N.	83 5 0		
448	Shirland - N. 2	133 10 0	46	5 17 1
447	Shirley - N. 4	88 6 8	39	19 9 4
446	Smalley, Boys N. 11	49 5 0	88	18 19 8
446	Smalley, Girls N.	153 0 0		
446	Somercotes, Infants - Ch. 11	215 0 0		*c*
448	Spink Hill - R. 5	- - -	81	35 10 10
444	Spondon - N. 11	183 0 0	124 / 19	65 11 4 / 5 5 10
437	Stainsby - Ch. 10	- - -	35	*d*
444	Stanton-by-Dale Abbey N. 5	275 0 0	64 / 55	32 8 2 / 12 2 6
375	Stapenhill - N. 4	- - -	104	28 11 11
448	Staveley - N. 6	200 0 0	251	118 4 4
448	Staveley Works - Ch. 6	- - -	331	177 13 10
448	Stonebroom B. 10	- - -	90	23 10 0
449	Stony-Middleton - N. 12	- - -	38 / 14	15 6 2 / 1 15 0
374	Sudbury (Lady Vernon's) - N. 11	- - -	57 / *e* 58	27 15 10 / 27 0 2
375	Swadlincote N. 4	- - -	136	63 11 2
446	Swanwick - Ch. 11	- - -	218	104 1 0
449	Tansley - N. 12	163 14 0		*c*
437	Tibshelf - N. 10	- - -	59	59 0 0
449	Tideswell - N. 5	305 0 0	147 / 34	51 1 7 / 13 16 7
446	Turnditch - N. 7	75 0 0	45	19 17 4
448	Wessington - N.	42 1 6		
451	Whitfield - N. 5	300 0 0	208	124 8 6
448	Whittington (Webster's Endowed) - P.	144 0 0		
436	Whitwell - Ch. 11	- - -	59	26 4 0
448	Wingerworth Coal Co.'s - 4	- - -	92 / 17	43 14 4 / 3 12 6
449	Winster - N. 12	207 6 3	68	33 7 4
446	Wirksworth N. 5	290 0 0	172	82 13 8
448	Woodthorpe Ch. 6	- - -	111	41 11 11
450	Wormhill, St. Margaret's P. 12	- - -	31	11 14 5
447	Yeaveley - N. 4	58 10 0	24	14 7 4
449	Youlgreave - N. 11	309 17 6		*c*
	DEVONSHIRE.			
285	Alvington, West - - Ch. 2	- - -	27	15 5 4
294	Anstey, West Ch. 2	167 7 6	46	22 6 4
297	Appledore - N. 11	136 6 8	77	35 19 6
297	Appledore - W. 11	- - -	78	44 6 6
283	Ashburton, Infants - N.	*38 0 0		
291	Ashbury and Northlew - P. 7	- - -	67	36 7 8

a School closed.
b Removed from inspection.
c Due, but not paid.
d Refused under Article 52 *d*.
e For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	DEVON—*cont.*	£ s. d.		£ s. d.
281	Ashcombe - N.			
295	Ashford - Ch.	75 4 0		
296	Ashreigney - N.	361 16 0		
281	Ashton - N.	*37 0 0		
285	Aveton-Gifford - N. 2	463 4 0	76	40 4 11
280	Awliscombe - N.	*36 0 0		
279	Axminster - N. 3	158 0 0	299	85 19 4
			17	6 4 2
279	Axmouth - N. 3	19 1 4	56	31 3 8
			12	4 15 0
283	Babbicombe N. 6	- - -	95	48 7 4
295	Barnstaple - N. 5	*100 0 0	100	52 12 4
295	Barnstaple, Blue Coat (Boys Endowed) - N. 5	- - -	67	40 12 1
295	Barnstaple - R. 7	- - -	64	39 13 6
295	Barnstaple, St. Mary Magdalene N. 5	- - -	125	59 18 6
295	Barnstaple, Holy Trinity N. 5	345 0 0	48	15 10 10
295	Barnstaple - W. 11	499 0 0	227	108 4 6
291	Beaworthy - N.	*25 0 0		
295	Berryn Arbor - N. 5	126 0 0		
			89	48 15 2
295	Bickington - Ch. 5	- - -	15	6 12 6
293	Bickleigh (Tiverton) N.	59 13 4		
286	Bickleigh (Roborough) N. 4	- - -	54	18 10 2
297	Bideford - B. 11	*240 0 0		
	" - "	86 1 7	265	120 19 7
297	Bideford, Longbridge N. 11	125 0 0	169	59 4 4
283	Bishop's Teignton - Ch. 6	- - -	83	34 18 5
			12	3 19 8
285	Blackawton N. *a*	*37 0 0		
283	Bovey, North N. 7	- - -	35	22 4 6
283	Bovey Tracey N. 7	*87 0 0	117	52 6 4
	" " "	160 15 0		
283	Bovey Tracey B. 1	- - -	101	30 2 2
293	Bradninch - N. 2	*99 0 0	202	99 6 10
	" - "	52 18 0	22	8 3 4
281	Bramford Speke, Village - N. 2	- - -	26	17 9 9
281	Brampford Wood, Reformatory.			
291	Bratton Clovelly - N. *a*	*65 0 0		
295	Bratton Fleming - N. 5	75 6 0	65	43 3 2
291	Bridestowe and Sourton - Ch. 10	159 0 0	47	33 1 6
284	Bridgetown (Totnes) 1	- - -	67	25 7 0
284	Brixham - B. 1	- - -	63	26 19 8
284	Brixham, Endowed - Ch. 2	50 0 0	96	*b*
284	Brixham, Girls 2	- - -	55	19 16 0
284	Brixham, Infants - N. 2	- - -	118	41 15 4
281	Broadclyst - N. 3	- - -	167	58 12 10
			19	6 5 10
284	Buckfastleigh - - N.	189 0 0		
284	Buckfastleigh - - B. 1	*170 0 0	67	33 2 2
			13	4 17 6
286	Buckland (Egg) - N. 11	133 0 0	67	33 9 10
290	Buckland Monachorum - - Ch. 12	150 0 0	34	10 18 7
294	Buckland, West - - N.	110 0 0		
286	Budeaux, St. N.	*40 0 0		
314	Burlescombe Ch. 5	304 0 0	62	51 6 3
			10	3 11 8
294	Burrington - N. 4	332 0 0	75	48 11 8
293	Butterleigh - N.	26 0 0		
293	Cadeleigh - N.	40 0 0		
291	Chagford - P. 7	128 12 6	76	40 9 4
291	Chagford, Infant - N. 7	- - -	58	29 6 8
295	Challacombe N.	119 10 0		
294	Charles - Ch. 4	80 0 0	40	19 16 4
292	Cheriton, Bishop - N.	*25 0 0		
293	Chevithorne Ch. 2	250 0 0	52	24 1 8
290	Chillaton, Girls and Infants - Ch. 4	- - -	33	9 16 7
			18	4 18 4
294	Chittlehampton - N. 4	- - -	108	54 15 10
			5	1 5 1
281	Christow - Ch. 7	- - -	73	28 7 11
283	Chudleigh - N. 7	799 16 0	161	91 18 4
294	Chumleigh - B. *c*	*50 0 0		
292	Colebrooke - N. *a*	*140 0 0		
292	Coleridge - N.			
293	Collumpton N. 2	21 0 0	172	98 6 4
			59	19 14 2
279	Colyton - N. 3	*92 0 0	107	57 17 0
			16	4 18 4
281	Colyton Rawleigh - N. 3	60 0 0	68	28 17 2
			7	2 10 10
295	Combmartin N. 5	104 15 6	122	46 13 4
			25	7 12 9
286	Compton Gifford - Ch. 3	- - -	49	24 2 8
286	Cornwood - N. 3	315 0 0	76	32 19 4
281	Countess Wear - - N. 12	100 0 0	58	35 16 10
314	Culmstock - N. 5	*70 0 0	71	40 14 8
290	Dartmoor Prison - N. 4	- - -	145	64 16 2
284	Dartmouth, St. Petrox - N. 2	- - -	81	32 0 6
288	Dawlish - N. 11	- - -	230	122 16 4
			22	8 8 4
282	Devon and Exeter, Central - - N. 10	1,395 0 0	274	130 0 8
282	Devon and Exeter, Infant - - Ch. 10	- - -	103	46 10 0
289	Devonport, Royal Naval and Military Free 10	978 0 0	603	303 10 6
289	Devonport, St. James' - N. 11	863 16 0	314	141 15 8
			9	2 2 6

a Removed from inspection.
c School given up.

b Deducted under Articles 52 *d.*, 52 *a.*, and 52 *b.*

in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	DEVON—*cont.*	£ s. d.		£ s. d.
89	Devonport, St. Joseph's - R. 7	- - -	120	73 1 3
89	Devonport, St. Mary's - N. 11	- - -	214	68 17 2
89	Devonport, St. Paul's - Ch. 11			*a*
89	Devonport, St. Stephen's - N. 11			*a*
84	Dittisham - N. 2	92 10 0	66	30 13 8
85	Dodbrooke - N. 2	134 0 0	83	54 0 8
86	Dolton - - N. 4	- - -	84	46 11 10
75	Down, West N.	50 0 0		
91	Drewsteignton N. 12			*a*
81	Dunsford - N. 7	- - -	45	17 18 8
86	Ermington - N. 11	144 10 0	50	21 10 8
91	Exbourne - N.	*60 0 0		
82	Exeter, Episcopal, Charity - N.			
82	Exeter, Mint Lane - - W. 5	335 0 0	224	85 2 4
82	Exeter, St. David's, Boys N. 10	- - -	151	86 18 8
82	Exeter, St. David's, Girls P. 10	- - -	155	72 15 4
82	Exeter, St. James' - N. 10	221 16 0	159	88 17 4
82	Exeter, St. Sidwell's - N. 10	500 0 0	254	110 18 0
82	Exeter, Grosvenor Independent - *b*	*150 0 0		
81	Exeter, St. Thomas' - P. 10	325 0 0	109	44 17 4
81	Exeter, St. Thomas' - U.			
82	Exeter, City Workhouse U.			
81	Exminster - N.	354 0 0		
81	Exmouth - N. 12	- - -	85	*c*
81	Exwick - N. 11	255 0 0	43	17 2 5
84	Filleigh, Castle Hill - N. 4	217 17 6	72	46 5 0
83	Furrough Cross Free Church 1	- - -	85	31 5 8
86	Giles, St., in the Wood - N. 4	- - -	114	63 11 10
80	Gulworthy (Duke of Bedford's) - 4	- - -	116 20	72 13 4 6 13 4
83	Halberton - N. 2	305 18 0	101	56 16 0
81	Hampton, High N.	*35 0 0		
84	Harberton - N. 2	- - -	64	28 6 3
84	Harberton Ford - - N.	137 0 0		
87	Hartland - N. 11	- - -	63	28 4 5
81	Hatherleigh N. 7	*112 0 0	142 20	71 17 1 8 10 0
81	Heavitree - P. 11	- - -	94	41 2 4
83	Hennock - Ch. 7	- - -	66	36 15 0
83	Highweek, New - - P. 6	- - -	133 5 42	67 8 0 1 12 6 17 19 6
83	Holberton - N. 11	- - -	*d* 8 45	2 17 6 20 16 6
84	Hollacombe B. *e*	*45 0 0		

a Due, but not paid. *b* Removed from inspection. *c* Refused under Article 52*d*.
d For two years. *e* School not existing. *f* This grant was made when this was a British School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	DEVON—*cont.*	£ s. d.		£ s. d.
284	Holne - - N. 2	5 18 3	28	16 17 0
298	Holsworthy N. 5	115 0 0	81	33 12 0
298	Holsworthy W. 5	150 15 0	52	17 9 10
280	Honiton - N. 3	273 7 6	201 33	126 2 6 10 17 6
280	Honiton - B. *b*	*150 0 0		
286	Hooe, West - N. 11	- - -	64	25 2 6
290	Horrabridge - 10	87 4 0	92	55 2 8
284	Huish, North N. 2	75 13 4	37	15 12 4
281	Ide - - N. 11	275 0 0		*a*
291	Iddesleigh and Dowland - N. 7	219 10 0	38 9	23 12 6 2 19 2
295	Ilfracombe - N. 5	228 0 0	138	66 15 3
295	Ilfracombe - B. 5	- - -	54	22 8 10
295	Ilfracombe, St. Philip's and St. James' - N. 5	- - -	127	61 4 6
295	Instow - N.	117 0 0		
283	Ipplepen - W. 1	- - -	46 11	20 16 9 1 12 11
286	Ivybridge - Ch. 3	- - -	127	59 0 4
290	Kelly - - Ch. 4	- - -	36	10 2 10
281	Kenn - - Ch. 11	- - -	88	43 9 3
293	Kentisbeare N.			
281	Kenton - N. 7	- - -	79	42 0 8
285	Kingsbridge and Dodbrooke - B. 10	234 0 0	165	74 8 2
283	Kingskerswell, St. Mary's - N. 6	280 0 0	105	49 17 6
283	King's Teignton - - Ch. 6	256 12 6	141	65 8 9
290	Lamerton - N. 4	160 17 6	112 10	48 8 6 3 11 8
295	Landkey - N. 4	- - -	50	14 4 0
292	Lapford - Ch. 4	- - -	36	27 0 0
283	Lensden - N. 7	- - -	25	11 13 2
290	Lew Trenchard - - N.	66 10 0		
295	Loxhore - N. 5	40 0 0	65	44 15 0
281	Lympston - N. 12	- - -	45 *d* 14 46 14	30 8 5 5 10 0 33 3 0 5 5 0
295	Lynton - N. 5	100 0 0	47	19 16 0
283	Manaton - Ch. 7	101 0 0	30	15 10 0
284	Marldon - N. 2	144 0 0	45	20 4 4
295	Marwood, Endowed.			
283	Marychurch, St. - - N. 6	87 6 0	172 26	68 10 3 8 0 0
290	Mary, Tavy, St. - - N. 4	*f* *100 0 0	109	48 5 4
290	Meavy - - N. 10	*25 0 0 30 0 0	25	11 17 8
279	Membury - N.	61 0 0		
296	Merton - N. 4	- - -	62 6	46 12 2 0 15 0
290	Milton Abbot, (Duke of Bedford's), Boys - - N. 4	- - -	47	12 10 8
290	Milton Abbot, Girls', Free N. 4	60 0 0	45	22 13 10
285	Modbury - N.	*100 0 0		
	" - "	77 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	DEVON—*cont.*	£ s. d.		£ s. d.
294	Molton, North N. 4	- - -	63	25 9 10
			18	6 3 4
294	Molton, South N. 4	- - -	82	29 17 10
294	Molton, South B. 11	400 0 0	[a]134	56 10 2
			[a]124	56 17 4
294	Molton, South W. 11		*b*	
292	Morchard, Bishop's - Ch. 11	- - -	107	72 13 4
313B	Morebath - Ch. 2	- - -	37	19 4 7
295	Newport - N. 5	- - -	72	42 14 0
			17	5 9 2
297	Northam - N.	*90 0 0		
286	Nos-Mayo - N.	111 0 0		
294	Nympton Bishop's - N. *c*	50 0 0		
294	Nympton King's - Ch. 4	- - -	48	22 12 1
			7	1 15 10
280	Offwell - N.			
291	Okehampton N. 10	*82 0 0	50	34 0 0
	" "	44 0 0		
280	Ottery, St. Mary's - N. 3	- - -	176	107 19 4
284	Paignton - N. 2	189 10 0	185	79 17 4
297	Parkham - N. 11	35 0 0	58	9 4 11
290	Peter Tavy - N. 4	128 0 0	41	13 14 1
301	Petherwyn, North - N.	80 0 0		
296	Petrockstowe Ch. 4	- - -	51	24 4 6
295	Pilton - - N. 5	*100 0 0	91	31 2 10
			30	11 1 8
287	Plymouth, Charles Parish - N. 3	1,517 4 1	593	265 13 0
287	Plymouth, Ch. Ch. - N. 3	185 6 8	186	77 18 8
287	Plymouth, Grey - Ch. 3	- - -	114	25 18 11
			1133	457 11 8
287	Plymouth, Public Free B. 10	699 1 6	45	5 12 6
			[a]1074	423 12 6
			25	9 9 2
287	Plymouth, St. Andrew's Chapel - N. 3	- - -	100	42 8 6
287	Plymouth, St. Andrew's, Millbay Branch N. 2	- - -	51	19 12 7
287	Plymouth, St. Andrew's, Princess Street N. 3	515 5 0	339	156 5 4
			24	7 3 4
287	Plymouth, St. Boniface, Boys, Girls, and Infants R. 7	- - -	384	185 11 9
			82	28 1 10
287	Plymouth, St. James' - Ch. 3	- - -	115	44 13 2
287	Plymouth, St. Peter's - N. 3	- - -	178	70 4 1
287	Plymouth, Holy Trinity - N. 3	502 11 6	289	133 10 2
286	Plympton, St. Mary's - N. 11	267 10 0	133	45 9 10
			14	4 13 4
285	Pool, South - N.	140 9 4		
286	Plymstock - N. 11	55 12 0	[a]125	49 10 3
			[a]130	56 7 8
290	RaddonChapel N. 4	- - -	50	20 13 4
284	Rattery - Ch. 2	- - -	38	19 0 10
294	Rose Ash - N.	65 0 0		
285	Salcombe, near Kingsbridge N. 2	150 0 0	102	52 2 2
293	Sampford Peverell - N	100 0 0		
292	Sandford - N. 11	- - -	110	34 10 0
			51	40 7 6
279	Seaton - - 11	- - -	15	6 0 10
296	Shebbeare - N.	*30 0 0		
280	Sidmouth, All Saints' - N. 3	161 0 0	98	50 9 2
280	Sidmouth - P. 3	- - -	93	36 15 5
293	Silverton - N. 2	111 0 0	64	41 4 11
281	Starcross - N. 11	- - -	64	25 8 11
289	Stoke Damerel, Public - - 10	*90 0 0	254	120 2 4
	" "	130 0 0		
285	Stoke Fleming P. 2	- - -	58	22 0 8
284	Stoke Gabriel N. 2	71 10 0	65	22 14 6
285	Stokenham - N. 2	316 12 6	143	91 5 2
288	Stonehouse N. 3	24 11 8	315	153 11 4
288	Stonehouse - W. *c*			
285	Street - 2	- - -	43	13 7 7
287	Sutton-on-Plym - N. 4	202 5 0	107	45 1 4
295	Swimbridge P. 5	228 15 0	53	29 11 6
290	Sydenham Damerel - N. 4	- - -	46	27 12 6
			6	1 16 8
290	Tavistock - N. 4	415 0 0	328	111 1 4
			43	13 14 3
290	Tavistock - B. 10	- - -	328	145 10 10
295	Tawton Bishop's N. 5	66 10 0	71	42 5 6
			6	1 3 4
291	Tawton, North, Infants - Ch.	195 0 0		
283	Teignmouth B.			
283	Teignmouth, East and West - - P. 11	- - -	351	119 2 6
			16	2 0 0
283	Teignmouth R. 7	- - -	43	5 1
283	Teignmouth W. *c*			
293	Thorverton, Boys N. 2	140 0 0	88	44 0
280	Tipton, St. John's - N.	50 0 0		
293	Tiverton - N. 2	138 0 0	193	110 7
			20	5 18
293	Tiverton (Bampton Street) Infant - B. 5	- - -	119	57 13
293	Tiverton Elmore - - B.	- - -	110	52 18
293	Tiverton, Heathcoats 5	- - -	360	196 2
281	Topsham, Somasters - N. 12	476 0 0	125	47 16
281	Topsham - W. 5	- - -	114	38 9
283	Tor (Yonge) N. 6	395 6 5	355	155 2 1
283	Torquay - N. 6	146 5 0	287	151 4 1
283	Torquay (Abbey Road) Public - 1	- - -	271	124 0
283	Torquay (Boston Fields) - N. 6	124 0 0	67	22 16
283	Torquay, Holy Trinity - N. 6	- - -	236	104 16

a For two years. *b* Due, but not paid. *c* School closed.

in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	DEVON—*cont.*	£ s. d.		£ s. d.
83	Torquay, Union of Schools - Ch. 6			
	Abbot's Kerswell -	- - -	44	23 10 0
	Cockington -	- - -	15	7 6 2
	Barton - -	- - -	57	31 15 8
	Shiphay, Collaton - -	- - -	19	10 9 2
	Collins Wells -	- - -	28	10 7 5
98	Torrington, Black - N.	*40 0 0		
96	Torrington, Great - B. *a*	*150 0 0		
86	Turnchapel, Infants - N. *a*			
93	Uffculme - N.			
84	Ugborough - Ch. 11	- - -	81	29 6 8
			10	2 1 1
93	Uplowman - N. 2	- - -	41	25 2 2
80	Up-Ottery - N.	125 0 0		
83	Upton, Ellacombe, Infant - - N. 6	142 10 0	180	80 10 0
81	Upton Pyne N. 2	- - -	70	35 2 6
94	Warkleigh - N.	47 10 0		
96	Wear Gifford N. 4	198 0 0	58	26 10 0
			79	46 8 2
81	Whimple - N. 3	96 0 0	11	3 18 1
83	Widecombe-in-the-Moors - N. 7	- - -	30	17 16 8
93	Willand - N.	70 0 0		
96	Winkleigh - N. 4	64 0 0	55	30 11 2
94	Witheridge - N. 4	115 0 0	61	28 15 0
93	Withleigh - N.			
81	Withycombe Rawleigh - N. 12	89 5 10	37	10 5 0
81	Woodbury (Broadmead's), Endowed - 5	- - -	82	25 11 11
			22	6 0 0
81	Woodbury, Salterton - Ch. 11	- - -	45	16 17 6
83	Woolborough N. 6	169 17 4	182	90 15 0
			22	7 13 4
96	Yarnscombe N. 4	51 0 0	43	23 4 4
	DORSETSHIRE.			
71	Alderholt - Ch. 3	- - -	39	18 4 1
78	Allington - N. *b*	*80 0 0	12	4 15 0
75	Alton Pancras - - N. 1	100 0 0	41	29 7 10
			14	4 1 8
75	Athelhampton - - B. 4	- - -	41	27 18 0
			20	6 1 8
77	Beaminster - N. 8	307 2 6	77	33 8 8
77	Bettiscombe, Ch.			
77	Black Down N.	82 0 0		
70	Blandford, Boys - - N. 3	157 3 4	132	49 1 8
			42	12 11 8
70	Blandford, Girls and Infants - N. 3	63 0 0	197	90 6 10
70	Blandford, Whitcliff Mill St. - B.	150 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	DORSET—*cont.*	£ s. d.		£ s. d.
275	Bradford Peverell - - Ch. 6	- - -	33	18 16 10
278	Bradpole, Mixed N. 4	- - -	64	38 10 2
			27	10 4 2
275	Bredy (Long), and Kingston Russell - N. 6	298 0 0	48	30 17 0
			19	5 19 2
278	Bridport, Boys, Girls, and Infants, General - - B. 4	895 15 4	505	264 7 10
275	Broadmayne N.	48 0 0		
277	Broadwindsor - - N.	150 0 0		
275	Buckland, Newton - Ch. 1	268 0 0	63	38 16 0
			44	14 13 4
273	Burton, East N.	38 0 0		
268	Cann, St. Rumbold - - N. 11	70 0 0	83	50 17 2
275	Cattistock - N. 8	*45 0 0	60	42 2 8
275	Cerne Abbas N. 4	- - -	58	5 3 4
279	Chardstock, N. and Industrial - - N. 2	*100 0 0	59	21 4 2
	,, ,, - ,,	750 0 0		
279	Charmouth - N. 2	- - -	66	38 11 11
276	Chetnole - N. 1	- - -	35	19 1 0
278	Chideock - N. 4	117 0 0	39	19 0 11
269	Child-Okeford - - N.	80 0 0		
268	Compton Abbas - N. 11	- - -	56	27 17 1
			48	19 13 8
276	Compton, Nether and Over - - N. 12	121 13 4	19	5 17 6
			c 42	20 1 6
			11	3 2 6
273	Corfe Castle N. 7	- - -	127	72 0 8
			49	17 7 6
273	Corfe Castle B. 4	*295 0 0	46	20 0 4
271	Corfe Mullen, Lockyer's - N. 7	195 0 0	90	29 15 5
277	Corscombe - N. 8	5 5 7	48	23 19 6
			86	51 9 4
271	Cranbourne Ch. 3	- - -	18	7 3 4
271	Critchill Moor - Ch. 3	- - -	58	38 18 0
275	Dorchester, Boys and Girls - N. 6	*80 0 0	288	164 8 0
			54	21 3 4
275	Dorchester, Trinity, Infant - - N. 6	- - -	170	83 17 4
	Dorset, Reformatory.			
271	Edmonsham Ch. 3	150 0 0	31	15 3 4
			10	2 5 0
268	Enmore Green N. 11	- - -	79	47 9 3
271	Farnham - N.	*35 0 0		
	,, - ,,	20 0 0		
271	FarnhamGypsey - - N. *d*	100 0 0		
269	Fifehead, Magdalen - Ch. 11			

a School closed. *b* School not existing. *c* For two years.
d This grant has been repaid. *e* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount. £ s. d.
	DORSET—*cont.*			
268	Fontmell Magna - Ch. 11	- - -	100	37 11 0
			8	3 5 0
275	Fordington, West, Infant 4	- - -	58	21 0 4
271	Gaunts (Wimborne) Juvenile and Infants - - 3	- - -	49	28 18 6 *a*
268	Gillingham - N. 11			
275	Godmanstone N.	75 0 0		
273	Grange - N.			
277	Halstock - N.	*47 0 0		
	" - "	30 0 0		
271	Hampreston N. 7	- - -	36	11 16 8
271	Handley - N. 3	- - -	91	54 17 3
269	Haselbury Bryan - Ch. 12	- - -	*b* 59	25 5 10
			65	27 6 0
279	Hawkchurch N.	10 0 0		
273	Herston, Infant Ch. 7	134 10 6	66	38 3 0
			23	10 0 10
270	Hilton - N. 3	368 0 0	96	47 5 6
271	Hinton Martell - Ch. 7	- - -	52	36 7 6
269	Hinton, St. Mary - N. 3	70 0 0	36	17 12 4
271	Holt - - N. 7	200 0 0	66	38 5 4
277	Hook - - Ch.	100 0 0		
269	Ibberton - N. *c*	*25 0 0		
263	Iwerne Minster - - N. 11	*60 0 0	53	24 10 10
			13	5 12 6
273	Kimeridge - N. 7	- - -	62	26 4 0
273	Kingston - N. 7	*40 0 0	69	47 9 4
320	Kington Magna - N. 2	264 0 0	58	31 6 1
272	KinsonHeathCh.10	214 0 0	44	15 18 3
274	Langton-Herring - - N. 6	- - -	42	19 14 6
			4	1 6 8
273	Langton-Matravers - N.	76 13 4		
276	Leigh - - N. 1	91 10 0	46	25 10 10
			84	39 6 0
278	Loders - Ch. 4	- - -	23	9 4 2
272	Longfleet - N. 7	- - -	102	61 18 6
273	Lulworth, West - Ch. 6	196 0 0	45	22 10 4
			164	76 17 11
279	Lyme Regis N. 2	24 10 0	15	2 17 8
279	Lyme Regis B. 4	*150 0 0	56	25 16 6
	" - "	22 16 0		
272	†Lytchet Matravers - N.			
272	LytchetMinster - N. 7	*43 0 0	70	31 0 0
	" - "	3 12 0	14	5 13 4
275	MaidenNewton and FromeVauchurch - N. 8	141 0 0	146	91 6 4
			19	7 0 10
277	Marshwood - N.	57 0 0		
268	MelberryAbbas - - N. 11	- - -	37	20 13 4
277	Melplaish - N.	105 0 0		
271	Middlehill - Ch. 7	- - -	35	14 16 2
			108	53 5 8
270	MiltonAbbas N. 3	- - -	21	2 12 6
275	Minterne - N. 1	- - -	35	22 4 2

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount. £ s. d.
	DORSET—*cont.*			
278	Monkton Wyld - Ch. 4	- - -	43	25 1 4
278	Morecombe Lake - N.	81 0 0		
277	Netherbury - N. 8	- - -	60	36 0 0
268	Orchard, East N. 11	131 10 0	40	15 8 10
274	Osmington - N. 6	*45 0 0	31	22 1 6
		19 1 0	17	6 9 2
272	Parkstone - Ch. 7	- - -	65	27 1 0
275	Piddlehinton N. 6	212 4 0	66	37 8 9
			13	3 19 0
275	Piddletrenthide - - N. 6	- - -	60	25 10 0
270	Pimperne - N. 3	- - -	53	3 19 11
272	Poole - - N. 7	*150 0 0	333	163 7 8
		72 15 6	94	35 5 0
	" - - "		72	37 3 0
272	Poole, Boys - B. 4	- - -	18	5 16 8
272	Poole, Girls - B. 4	- - -	96	46 5 1
272	Poole, St. Mary's R. 10	- - -	29	16 4 4
274	Portland, Grove *d*			
274	Portland, Prison Officers' 4	- - -	125	70 18 3
274	Portland, St. George's Parish - Ch. 4	516 0 0	156	83 2 8
274	Portland, St. John's - P. 4	556 0 0	263	148 10 10
274	Portland - W. 4	269 0 0	90	34 12 0
			91	52 5 10
277	Powerstock - N. 8	- - -	35	11 15 10
274	Preston - N. 6	- - -	76	42 9 4
275	Puddletown Ch. 6	- - -	157	94 13 8
			23	8 0 10
278	Puncknoll - N. 4	- - -	60	29 0 8
277	Rampisham N. 8	115 10 8	68	34 1 6
268	Shaftesbury N. 11	116 10 0	123	83 12 0
268	Shaftesbury - B.	*100 0 0		
268	Shaftesbury, St. James - N. 11	- - -	97	46 9 4
276	Sherborne - B. 4	- - -	171	63 17 10
276	Sherborne (Horsecastle's Lane) - N. 12	1,307 5 6	262	133 6 8
276	†Sherborne Literary Institution, Evening.			
276	Sherborne Newlands - N. *f*		50	20 6 8
269	Shillingstone Ch. 3	- - -	28	11 13 4
267	Silton - - N. 11	- - -	45	24 19 0
273	Sitterton - Ch. 7	- - -	112	68 8 8
269	Stalbridge - N. 11	- - -	117	71 6 8
			38	11 1 4
270	Stickland - P. 3	- - -	69	24 11 4
275	Stinsford and Bockhampton - - N. 6	85 0 0	45	23 0 0
277	Stoke Abbot N. 8	- - -	53	28 0 0
270	Stourpaine - Ch. 3	50 0 0	84	19 13 4
269	Stourton-Caundle - N. 1	- - -	34	14 10 0
268	Stower, East- N. 11	- - -	46	16 0 0

a Due, but not paid. *b* For two years. *c* School closed. *d* United to Portland Prison Officers' school.
e Removed from inspection. *f* Now amalgamated with Horsecastle's Lane school.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
DORSET—*cont.*	£ s. d.		£ s. d.
ower Pro-	141 6 8	63	40 8 0
ost and		12	4 3 4
odbere - N. 11			
urminster			
Marshall - N. 7	- - -	73	13 10 0
rminster,	500 0 0	154	94 14 4
Newton - N. 3		20	6 18 4
tton-Wal-			
ron - - N. 11	- - -	32	26 16 6
anage - N. 7	16 4 6	128	78 14 4
		27	9 10 10
anage - B. 4	- - -	63	36 13 0
yre - Ch. 4	- - -	66	45 1 0
rrant Hin-			
on - - N. 3	- - -	56	37 8 4
dpuddle - 6	- - -	43	28 16 6
rwood - N. 3	107 13 6	72	37 12 4
		10	3 11 8
ldditch - Ch. 4	196 0 0	24	11 15 8
		165	98 18 0
reham - N. 7	- - -	36	14 16 8
reham - B. 4	450 0 0	137	51 15 8
reham and			
rbeck - U.			
eymouth			
nd Mel-	270 0 0	321	201 14 8
mbe Regis,		52	19 8 4
. Mary's - Ch. 6			
ymouth - B. 4	- - -	93	39 0 4
eymouth,	250 0 0	236	137 16 2
. John's		14	1 15 0
istrict - Ch. 6			
ymouth,			
oly Trinity N. 6	515 0 0	291	162 18 8
itchurch			
nonicorum N.	131 12 6		
nborne			
inster - N. 7	200 0 0	188	110 19 10
nterbourne			
ngston - Ch. 3	- - -	68	36 18 2
nterbourne			
hitchurch N.	*30 0 0		
champton N. 7	- - -	70	18 6 4
ol - - N. 7	- - -	66	35 0 10
ke Regis - N. 4	- - -	123	75 14 2
		14	3 10 0
DURHAM.			
kland, Bi-			
op (Bishop			
rrington's) 5	- - -	117	*a*
kland, Bi-			
op (Edward			
alton's) - 10	- - -	192	107 7 6
kland, Bi-			
op, Girls'			
dustrial - N. 5	260 0 0	147	28 18 6
kland, Bi-			
op, St.			
len's - B. 10	- - -	130	59 10 10
kland, Bi-			
op - - W. 10	583 0 0	152	65 14 0
kland, West N.	110 0 0		
tow (Win-			
on) - Ch.			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	DURHAM—*cont.*	£ s. d.		£ s. d.
543	Barnard Castle N. 11	275 0 0	243	183 5 2
			81	34 7 0
543	Barnard Castle, St. Mary's - R. 1	- - -	81	42 4 8
543	Barnard Castle, Victoria, Infants - B. 4	*100 0 0	104	45 18 11
543	Barnard Castle W. 4	- - -	164	92 6 4
545	Belmont - Ch. 2	49 0 0	81	23 3 3
541A	Billingham - Ch. 2	103 0 0	30	20 4 1
548	Birtley - Ch. 5	604 0 0	156	76 7 10
548	‡Birtley - R.			
541A	Bishop, Middleham - Ch. 2	- - -	54	25 18 11
541A	Bishopton - N. 2	- - -	54	22 3 7
549	Bishop Wearmouth - Ch. 7	777 6 8	449	212 7 0
549	Bishop Wearmouth, Inft. N. 7	392 10 0		
549	Bishop Wearmouth, Ragged N.	*b*150 0 0		
549	Bishop Wearmouth, Rectory Park - N. 3			
542	Blackboy Colliery - - 3	- - -	228	91 2 1
545	Blackhill - Ch. 6	- - -	121	51 3 2
545	Blackhill, St. Mary's - R. 11	- - -	262	149 18 6
550	Boldon, Boys 3	138 10 0	86	42 10 8
544	Boltsburn, Boys - - Ch.			
544	Boltsburn, Girls - - Ch. 6	- - -	48	16 14 6
542	Bowden Close (Crook) - B. 10	- - -	86	44 7 2
545	Brandon - N. 6	480 0 0	70	37 8 6
545	‡Brooms, St. Cuthbert's - R. *c*			
542	Byers Green - N. 2	379 0 0	78	33 12 0
542	Byers Green, Infants - Ch. 2	160 0 0	85	37 14 10
546	Castle Eden, Boys - - N. 6	- - -	34	16 13 4
546	Castle Eden Colliery - N. 3	215 0 0	109	52 3 0
			42	7 16 8
546	Castle Eden, Girls - - N. 6	- - -	49	23 5 0
545	Castleside - Ch. 5	- - -	57	13 11 3
548	Chester - le - Street - N. 3	353 10 0	226	95 15 2
			12	4 3 4
545	Collierley - N. 4	97 0 0	108	62 9 10
540	Coniscliffe - N. 11	79 8 3	43	26 10 4
			246	124 3 0
545	Consett - B. 10	- - -	24	6 10 0
541A	Coopen Bewley N.	149 0 0		
541A	Cornforth - Ch. 11	- - -	135	86 9 8
542	Counden - N. 5	133 0 0	155	57 9 4
542	Crook - - B. 11	519 1 3	511	230 6 8
542	Crook (Pease's West) - B. 10	- - -	223	108 15 8
540	Darlington, Albert - B. 9	441 17 6	328	164 6 6
540	Darlington, Bank Top Railway - B. 9	540 0 0	194	88 5 10

ed under Article 52 *d.* *b* This grant was made when this was an infants' school. *c* School sold.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	DURHAM—*cont.*	£ s. d.		£ s. d.
540	Darlington, BridgeStreet B. 9	140 0 0	88	39 11 8
540	Darlington, BridgeStreet W. 9	1,388 0 0	254	116 1 8
540	Darlington, Feetham's - B. *a*			
540	Darlington, Kendrew Street, Girls B. 9	- - -	189	88 3 2
540	Darlington, St. Augustine's - - R. 1	- - -	198	87 19 0
540	Darlington, St. Cuthbert's - N. 10	86 0 0	175	95 14 10
540	Darlington, St. John's - N. 10	903 15 0	218	114 12 0
540	Darlington, St. Paul's, Infant - N. 10	- - -	127	58 4 6
540	Darlington, Skinnergate Street - B. 9	- - -	127	48 13 10
540	Darlington, Holy Trinity N. 10	426 6 0	240	127 8 2
549	Deptford, St. Andrew's - N. 7	1,049 0 8	268	141 12 2
549	Deptford, The Laing - Ch. 7	- - -	76 33	28 17 2 10 7 6
545	Durham, Blue Coat - - N. 11	- - -	285 28	139 14 2 11 10 0
545	Durham, Male Practising - 11	835 15 0	65	31 1 8
545	Durham, Diocesan Female, Practising - 11	345 0 0	*b* 63 56	22 0 0 25 4 0
545	Durham, St. Cuthbert's R. 11	- - -	160	47 17 4
545	Durham, St. Giles, Infant, Practising - Ch. 11	193 2 6	*b* 91 91	29 6 4 35 9 4
545	Durham, St. Godric's - R. 11	- - -	164	53 16 10
545	Durham, St. Margaret's - P. 11	644 0 0	160	65 13 6
545	Durham, St. Oswald's - N. 11	430 15 0	173	84 19 6
545	Durham - W. 1	- - -	123	58 19 4
541A	Eaglescliffe - N. 2	*40 0 0		
	" - "	61 10 0	116	40 2 11
546	Easington Charity - P. 4	- - -	62	25 12 10
547	EasingtonLane, Colliery - 3	- - -	163	75 10 4
544	Eastgate, Barrington - 4	- - -	24	9 13 7
544	Eastgate, Girls 4	- - -	22	14 15 11
543	Egglestone - N. 5	- - -	110	65 17 8
548	Eighton Banks, Ch. 2	- - -	74	35 12 0
542	Escomb - Ch. 6	288 18 0	127	52 14 2
542	Escomb and Witton Park Iron Works N. 6	288 10 0	332	164 11 6
542	Etherley - N. 6	*40 0 0		
	" - "	197 0 0	112	69 10 8
542	Etherley, Infants - - Ch. 6	- - -	64	29
542	Evenwood - N. 5	153 0 0	85	46
551	Felling, Chemical Works - 2	- - -	407	200
551	Felling, St. John Baptist - - R. 11	- - -	117 8	38 1
541A	Ferry Hill - N. 5	98 0 0	49	23
542	Firtree - Ch.			
541A	Fishburn (Sedgefield) - - Ch.			
543	Forest of Teesdale, Boys - N. 6	*45 0 0	37	30
543	Forest of Teesdale, Girls - N. 6	- - -	30	16
545	Framwellgate Moor - N. *c*	50 0 0		
544	Frosterley - W. 11	- - -	70	34
543	Gainford - N. 12	173 17 6	57	13
551	Gateshead - N. 10	473 12 6	878 72	403 20
551	Gateshead, Friar's Goose - B. 6	- - -	113	55
551	Gateshead, Infants and Sunday - N.	*140 0 0		
551	Gateshead, Low Fell - N. 2	166 10 0	149	77
551	‡Gateshead, Our Lady and St. Wilfred's - R.			
551	Gateshead, Bensham, St. Cuthberts, Lady Vernon's - - N. 11	83 15 0	150	8
551	Gateshead, St. Joseph's - R. 11	- - -	301 94	11 3
551	Gateshead - W. 6	375 0 0	358	15
541B	Greatham, Boys N. 2	- - -	28	1
541B	Greatham, Girls and Infants N. 2	*30 0 0	39	1
	" "	30 0 0		
551	Greenside - Ch. 3	- - -	111	5
541A	Grindon - Ch.			
541B	Hartlepool, St. Bega's - R. 1	- - -	124 48	6
541B	Hartlepool, St. Hilda's R. 1	- - -	137	5
541B	‡Hartlepool, Holy Trinity, District Ragged.			
541B	Hartlepool, West - - N. 9	1,500 0 0	571	28
541B	Hartlepool, West, St. Joseph's - R. 1	- - -	120	6
550	Harton - N. 6	209 11 3	78	3
543	Harwood-in-Teesdale - N. 6	- - -	35	1
540	Haughton-le-Skerne - N. 2	94 0 0	90	4

a Now forms part of Darlington Bridge Street B.S.
b For two years.
c School extinct or absorbed into St. Margaret's.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
DURHAM—*cont.*	£ s. d.		£ s. d.
averton Hill, St. John's Ch.	68 12 6		
awthorn, St. Michael's - Ch. 4	- - -	41	21 19 0
ebburn, Iron ship Building - 2	- - -	180	78 13 11
edgefield, colliery - 3	- - -	64	35 15 4
eighington, ndowed - Ch. 6	42 0 0	66	19 10 0
endon, New town, St. aul's - N. 7	- - -	77	41 16 2
endon, St. aul's - N. 7	671 0 0	421	197 5 0
errington, t. Cuthbert's 7	- - -	206	91 15 10
etton-le-ole - - N. 3	*110 0 0	32	7 3 4
		264	116 6 11
		27	8 15 10
ewworth, near ateshead - N. *a*	*58 0 0		
ewworth, St. lban's (Windy ook) - N.	*85 0 0		
" "	60 0 0		
lmside - N.	72 0 0		
oughton-le-oring, St. ichael's - N. 7	- - -	126	41 11 8
oughton-le-oring - R. 12	- - -	102	69 5 0
oughton-le-oring - W. 2	115 8 4	128	70 4 4
unstanworth P. 6	- - -	61	27 7 4
anwick - N. 12	179 12 9	146	50 5 6
arworth - N. 2	70 0 0	87	32 15 0
arworth - W. 7	- - -	68	28 17 6
elton, North N.	37 10 0		
elton, South N. 7	*110 0 0	68	14 14 2
errow Bede N.			
errow Ellison Ch. 10	406 15 0	271	106 9 0
ese, Chemical Works Sch. 2	- - -	107	43 0 4
emesley - N. 7	- - -	116	54 2 0
achester - Ch.	86 14 0		
aglesdale N. 6	162 0 0	32	28 0 0
adgate - N. 5	168 10 0	167	58 7 1
adgate - W. 7	- - -	83	39 12 8
atz Colliery ompany - 3	- - -	61	26 8 0
dworth - N. 3	120 0 0	64	31 19 8
mley - N. 3	61 3 4	117	42 9 11
nesack, . John's - N. 5	152 10 0	38	3 10 0
nesack and iftley - B.	*50 0 0		
ddleton in est Hartle-ol - - N. 11	58 0 0	61	29 2 8

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	DURHAM—*cont.*	£ s. d.		£ s. d.
541B	Middleton, in West Hartlepool, St. John's, Infant - N. 11	- - -	87	37 7 2
549	Monk Wearmouth - N. 7	250 3 4	95	41 17 4
541A	Mount Pleasant (Ferry Hill) United Pres. - 1	- - -	139	63 19 0
545	Muggleswick Ch.	114 9 10		
547	Newbottle, St. Matthew's N. 7	- - -	111	37 4 7
542	Newfield - N. 2	138 6 8		
544	Newhouse - B. 7	- - -	74	36 6 8
542	Newton Cap Colliery - 5	- - -	87	14 10 1
			24	9 6 8
541A	Newton, Long N. 11	- - -	40	16 9 7
541A	Norton - N. 2	- - -	114	53 2 9
			51	19 15 10
545	Oxhill (Collierley) Colliery - Ch. 3	- - -	38	11 16 3
548	Pelton - - N. 4	166 0 0	50	16 2 4
548	Pelton, West Colliery - Ch. 3	- - -	108	46 13 2
547	Pensher Colliery - 1	- - -	133	19 1 5
			33	10 17 6
540	Pierce Bridge Ch. 12	- - -	37	18 14 2
545	Pittington - N. 11	168 2 6	77	29 18 10
541A	Port Clarence 11	- - -	120	57 17 4
547	Rainton, West Ch. 2	252 0 0	240	88 3 3
542	Ramshaw - N. 5	- - -	60	24 14 9
540	Rise Carr (Darlington) Infant - B. 9	- - -	47	13 18 8
542	Roddymoor (Crook) Infants - - B.			
549	Ryhope, Village - - Ch.			
548	Sacriston - N.	60 0 0		
548	Sacriston, St. Bede R. 11	- - -	65	23 16 8
540	Sadberge - Ch. 11	93 0 0	37	21 5 9
			11	4 14 2
546	Seaham Cottages, Mixed 3	- - -	45	17 17 9
546	Seaham Harbour - - N. 3	*40 0 0		
	" "	528 0 0	171	55 7 2
546	Seaham, New Earl Vane's Ch. 11	- - -	306	124 8 5
541B	Seaton Carew N. 4	128 5 0	68	26 12 4
546	Seaton Colliery *b*			
541A	Sedgefield (Ferry Hill) Ch. 11	- - -	111	57 5 4
545	Shadforth - N. 3	56 10 0	15	3 16 10
			6	2 6 8
545	Sherburn - N. 3	165 10 5	143	68 10 10
545	Sherburn Hill N. 3	120 15 0	73	38 14 4

a Removed from inspection.
b School extinct. Merged into New Seaham, Earl Vane's Ch. Sch.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	DURHAM—*cont.*	£ s. d.		£ s. d.
550	Shields, South Jarrow Chemical Works B. 2	- - -	731	386 15 0
550	Shields, South, Old Charity N. 11	- - -	330	137 4 9
550	Shields, South, St. Bede's - R. 11	- - -	375	154 19 4
550	Shields, South, St. John's, Saville Street Sess.	400 0 0		
550	Shields, South, St. Mary's, Tyne Docks Ch. 1	486 1 3		
550	Shields, South, St. Stephen's N. 11	568 5 0	309	138 7 8
550	Shields, South, Holy Trinity N. 11	*200 0 0		
	" "	36 10 0	209	112 8 0
550	Shields, South, Union - B. 2	*225 0 0		
	" "	280 0 0	567	275 10 2
542	Shildon - N. 5	*55 0 0	80	25 16 4
	" "	115 0 0		
542	Shildon, New B. 10	256 12 3	185	87 2 7
542	Shildon, Old B. 10	- - -	210	99 5 0
545	Shincliffe - N. 11	297 7 6	109	62 15 8
542	South Church N. 5	273 13 0	136	67 12 0
542	South Church B. 11	- - -	159	106 4 8
549	Southwick - N. 6	*150 0 0		
	" "	179 6 10	196	45 17 4
542	Spennymoor N. 3	178 4 0	230	99 19 3
543	Staindrop - N. 2	79 11 6	90	50 5 7
543	Stainton (Barnard Castle) N. 3	- - -	41	18 4 4
			11	3 19 2
541A	Stainton, Gt. N.	63 6 8		
544	Stanhope, Barrington - Ch. 11	- - -	170	34 7 0
544	Stanhope, St. John's Chapel - Ch.			
545	Stanley (Durham) Mixed N. 3	260 5 0	75	45 6 11
545	Stanley (Tanfield), Infants 3	- - -	100	37 9 8
551	Stella, St. Cuthbert's N. 5	564 3 0	212	102 15 10
551	Stella - - R. 12	279 0 0	164	84 19 10
			54	21 5 0
541A	Stockton-on-Tees - - B. 11	100 0 0	234	107 13 10
541A	Stockton-on-Tees, Industrial - N. 10	- - -	182	95 5 8
541A	Stockton-on-Tees, Ragged and Industrial - 10	- - -	122	46 17 1
541A	Stockton-on-Tees, St. Thomas', Central - N. 10	303 0 0	215	102 0 6
541A	Stockton-on-Tees, Holy Trinity, Boys N. 10	464 0 0	84	50 5 4
			65	21 14 2

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual G (paid wi Year en 31 Dec. 1 Average Attendance.	Annual G (paid wi Year en 31 Dec. 1 Am
	DURHAM—*cont.*	£ s. d.		£
541B	Stranton - N. 11	367 10 0	137	63
541B	Stranton, New N. 11	- - -	133	65
			17	4
549	Sunderland - B.	30 0 0		
549	Sunderland, Gray - - N. 7	*90 0 0	322	123
	" "	1,150 0 0	48	17
549	Sunderland, King Street W. 2	- - -	229	101
549	Sunderland, Nicholson Street - W. 2	- - -	214	87
549	Sunderland, St. George's R. 11	- - -	127	69
549	Sunderland, St. Mary's - R. 2	- - -	244	169
			51	29
549	Sunderland, Trimdon Street - W. 2	- - -	71	13
549	Sunderland, Whitburn Street - W. 2	- - -	236	100
542	Sunnyside, Crook - B.			
545	Tanfield - N. 2	155 7 0	90	44
545	Tanfield, Infant - - N. 2	- - -	69	24
546	Thornley - N. 6	75 0 0	46	22
546	Thornley Colliery - - N.			
546	Thornley, St. Godric's - R.			
544	Tow Law - N. 6	407 4 0	171	76
544	Tow Law - W. 11	405 0 0	174	92
545	Tudhoe - Ch. 5	- - -	52	20
545	Tudhoe, Iron Works - W. 11	445 16 0	106	46
550	Tyne Docks B. 1	588 8 9	189	120
548	Usworth Colliery - 11	- - -	181	63
548	Washington P. 6	357 0 0	73	32
548	Washington, Chemical Works - Ch. 6	- - -	132	68
548	Washington, St. Joseph's R. 12	- - -	152	92
548	Washington W. 2	- - -	104	53
			16	5
545	Waterhouses (Crook) - B. 11	- - -	77	37
544	Wearhead - Ch. 5	- - -	84	54
549	Wearmouth Colliery - N. 12	712 10 0	*a*	3
550	Westoe - P. 5	- - -	95	36
551	Whickham - P. 11	- - -	105	56
550	Whitburn - N. 6	396 2 0	81	46
543	Whorlton - N. 2	- - -	41	26
545	Willington Colliery.			
545	Willington - N. 5	150 5 0	129	62
551	Winlaton - Ch. 5	- - -	136	65
			28	7
543	Winston - Ch. 6	- - -	18	2

a Due, but not paid. 3*l.* 15*s.* paid under Article 90[1] (1).

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
DURHAM—*cont.*	£ s. d.		£ s. d.
litton Gil-	} 35 0 0 {	80	26 17 5
bert - - N. 5		6	1 13 4
olsingham N. 6	250 0 0	39	22 12 0
olsingham W. 11	- - -	135	79 6 0
olviston - N.	*49 0 0		
reckenton N. 2	232 6 8	75	32 2 0
ESSEX.			
ridge - N.	52 0 0		
Tilborough			
Hatch - N. 12	- - -	43	19 3 2
ldham - N. 3	30 0 0 {	32	19 10 8
		8	3 0 0
kesden - N.	50 0 0		
ndon - N.	5 0 0		
eley - N. 6	122 0 0 {	79	42 2 2
		22	5 13 4
ddow, Great N. 5	} *75 0 0 {	100	64 11 10
		14	5 0 0
ddow, Little N. 5	} - - - {	55	42 2 0
		31	11 2 6
rdfield, Great - B. 5	- - -	118	69 19 8
rking, Girls, Day - W. 7	- - -	61	21 5 3
rkingside N. 12	181 0 0	142	73 10 0
dchamp, Walter - N.	*85 0 0		
nfleet, North N. 10	121 4 0	36	16 18 6
nfleet, South N.	120 0 0		
ntley, Great N.	145 0 0		
ntley, Great W. 6	- - -	43	16 19 0
ntley, Little N.	60 0 0		
rden - N. 1	142 0 0	37	17 8 2
ericay - N. 11	114 5 5	81	37 13 2
ch - - N. 3	- - -	142	87 1 0
changer - N. 1	- - -	43	19 8 2
dbrook - N. 3	60 0 0	42	27 8 2
cking - N.	*87 0 0		
,,	36 0 0		
sking - B. 10	- - -	96	41 17 2
eham - N. 5	120 0 0	58	39 16 4
wer's Gif- rd and Pit- n - - N. 10	142 13 4	37	17 4 0
rted - N.	*55 0 0		
intree - N. 7	433 17 6	106	52 15 8
intree, ublic - B. 10	- - -	204	88 5 2
xted, Great Ch. 5	- - -	31	17 2 4
ntwood, ys - - N.	*60 0 0		
ntwood, ls - - N. 11	*50 0 0	70	31 12 2
htlingsea N.	88 0 0		
htlingsea W. 3	438 0 0	202	97 9 6
omfield - B. 3	32 13 4	80	39 18 0
khurst ll, St. nn's - N. 10	96 0 0	105	20 15 10
stead, Little Ch. 11	- - -	28	15 12 2

a School sold, and 49*l.* 0*s.* 8*d.* repaid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	ESSEX—*cont.*	£ s. d.		£ s. d.
198	Chadwell, Mixed - N. 7	94 0 0	50	32 6 0
200	Chelmsford - B.	*300 0 0		
200	Chelmsford, Victoria - N. 5	} *350 0 0 {	221	121 12 8
			16	6 0 0
210	Chesterford, Great - N. 2	267 0 0	89	52 2 2
200	Chignall, St. James', and Mashbury - N.	75 0 0		
195	Chigwell Row N. 10	*55 0 0	33	12 1 2
	,, - ,,	70 0 0		
195	Chigwell Row B.	80 0 0		
199	Childerditch N.	45 0 0		
210	Chrishall - N.			
203	Clacton, Great N.	180 0 0		
210	Clavering - N. 2	65 0 0	56	32 8 2
210	Clavering - B. *a*	116 13 6		
206	Coggeshall - N. 5	*200 0 0		
	- ,,	184 19 10	133	66 9 10
206	Coggeshall - B.	118 0 0		
204	Colchester, Blue Coat - N. 3	754 0 0	495	218 14 3
204	Colchester, Magdalen Street Branch - N. 3	- - -	134	72 8 0
204	Colchester, St. Peter's, North Hill - N.	*75 0 0		
	,, - ,,	22 17 4		
207	Colne-Engaine - N. 4	60 0 0	52	7 14 4
207	Colnes, Earls, United - B. 5	- - -	55	29 2 6
205	Copford - N. 3	72 13 4 {	45	21 19 4
			14	5 8 4
208	Cressing - Ch. 4	- - -	37	17 1 4
208	Cressing - B. 7	- - -	39	18 0 0
197	Dagenham - N.	*60 0 0		
200	Danbury - N. 5	- - -	46	11 19 2
205	Dedham - N. 3	- - -	99	67 4 10
205	Dedham Heath - Ch.	102 0 0		
202	Dengie - N.	84 7 6		
205	Donyland (East) - N. 3	111 10 0	102	54 12 0
209	Dunmow - B. 5	231 3 0	164	93 8 8
209	Dunmow, Great - Ch. 1	39 0 0	143	79 10 8
200	Easter, Good N.	26 0 0		
209	Easter, High N. 1	100 0 0 {	105	58 9 0
			30	6 10 10
210	Elmdon - - N.	112 10 0		
199	Elsenham - N. *b*			
195	Epping - B. 2	132 0 0	42	20 16 2
195	Epping and Coopersale Ch. *b*			
195	Epping and Theydon Garnon - - N. 10	*42 0 0	206	124 16 10
	,, - ,,	1,390 0 0	14	5 19 11
139	Farnham - Ch. *b*			
206	Feering - N. 5	110 0 0 {	57	34 7 6
			15	4 5 10
208	Finchinfield, Mixed - N. 1	369 0 0	101	56 9 4

b Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	ESSEX—*cont.*	£ s. d.		£ s. d.
194	Forest Gate - N. 7	347 8 4	195	97 14 8
212	Foxearth - 4	- - -	35	7 16 0
			20	5 10 0
203	Frating - N. 3	- - -	26	*a*
200	Galleywood - N. 5	- - -	75	40 5 2
198	Grays - - N. 7	- - -	86	51 2 0
196	Greenstead, East - - N. 3	- - -	55	31 9 10
201	Hadleigh - Ch. 10	171 0 0	67	35 10 4
			12	3 1 8
197	Hainault Forest - N. 11	102 0 0	77	41 1 9
139	Hallingbury, Little - N.	30 10 0		
207	Halstead - B. 10	345 0 0	184	101 18 0
207	Halstead, St. Andrew's - N. 4	341 5 0	148	81 0 0
207	Halstead, the Howe - - B. 3	- - -	76	40 14 6
207	Halstead, Lower, Trinity - Ch. 4	130 0 0	33	18 9 7
207	Halstead, Trinity - - N. 4	193 7 0	162	76 3 8
			34	10 10 0
194	Ham, West (Pelly Memorial), Model Ch. 6	969 10 0	326	178 0 0
194	Ham, West, and Stratford, Boys - B. 7	*125 0 0	87	*b*
	" "	37 6 8		
194	Ham," West, and Stratford, Girls and Infants B. 7	265 0 0	221	77 5 4
194	Ham, West, Girls - - 6	- - -	95	48 4 0
200	Hanningfield, West - - N. 5	- - -	47	35 5 0
195	Harlow, Potter Street - N. *d*	*25 0 0		
203	Harwich - N. 3	- - -	120	54 5 9
209	Hatfield, Broad Oak Ch. 1	199 15 0	113	57 2 10
			18	5 13 4
209	Hatfield Heath - Ch. 1	- - -	51	32 18 0
209	Hatfield Heath - B. 4	- - -	69	30 16 0
197	Havering-atte-Bower - N.	*32 0 0		
201	Hawkwell - N.	45 10 0		
207	Hedingham, Sible - - N. 4	180 0 0	80	11 10 7
211	Helion-Bumpstead - - N. 3	132 5 0	57	33 13 6
210	Hempstead - Ch. 2	100 0 0	39	20 3 10
			12	4 0 0
212	Henny, Great and Little - N. 4	106 0 0	42	22 4 10
202	Heybridge Iron Works B. 7	- - -	85	42 2 0
140	Heydon - N. 1	94 2 0	46	17 14 7
137	High Beech - N. 10	52 0 0	42	19 18 0
196	High Laver N.	143 15 0		
196	High Ongar Ch.	201 0 0		
200	Highwood - N. 5	178 0 0	50	29 4 8
			13	4 2 6

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual G (paid wi Year en 31 Dec. 1 Average Attendance.	Am
	ESSEX—*cont.*	£ s. d.		£
201	Hockley - N.	60 0 0		
197	Hornchurch N. 12	412 4 0		*c*
199	Horndon, East N. 11	*52 0 0	80	53
198	Horndon-on-the-Hill - N.	100 0 0		
194	Hudson Town, Girls and Infants - - N. 6	- - -	195	81
197	Ilford, Great N. *d*			
194	Ilford, Little N. 7	132 3 9	61	31
200	Ingatestone - P.	251 0 0		
206	Kelvedon - N. 5	*61 0 0	84	42
			31	11
206	Kelvedon - B.			
196	Kelvedon-Hatch - N.			
205	Langham, Parish - B.	61 17 6		
210	Langley - Ch.	175 19 0		
202	Latchingdon N. *d*			
205	Layer-de-la-Hay - - N.	*50 0 0		
201	Leigh - - N. 10	500 0 0	88	55
			10	3
200	Leighs, Great N. 4	141 0 0	43	19
			18	6
204	Lexden - N. 3	- - -	66	34
			21	8
194	Leyton and Ozler, Charity N. 6	- - -	70	28
			14	3
209	Lindsell - N.	29 0 0		
210	Littlebury, Endowed - N. 2	- - -	85	39
195	Loughton - N. 10	14 0 0	58	38
195	Loughton - B. 7	- - -	64	32
202	Maldon - N. 4	611 0 0	102	64
202	Maldon - B. 4	- - -	77	37
203	Manningtree N. 3	- - -	85	47
203	Manningtree W. 5	228 0 0	109	58
207	Maplestead, Great - N. 4	- - -	29	18
205	Marks Tey - N. 2	136 3 9	51	31
			10	3
205	Mersea, East N.	156 0 0		
205	Mersea, West N. 3	- - -	54	30
			20	7
203	Mistley Norman - - N. 3	- - -	96	25
200	Moulsham, St John's - N. 5	240 15 0	147	87
196	Navestock - N. 11	145 6 3	98	58
210	Newport - N.	100 0 0		
202	Norton, Cold N.	20 0 0		
139	Oakley - N.	*30 0 0		
	" - "	83 0 0		
198	Ockendon, South - N. 7	- - -	71	37
			16	4
198	Orsett - - N. 7	177 7 6	153	53
			28	7
203	Osyth, St. - N. 3	177 15 0	74	4
195	Parndon, Great - N. 10	*25 0 0	49	2
208	Pattiswick - N.	*45 0 0		
205	Peldon - N. 3	- - -	52	2
194	Plaistow - N. 6	*62 0 0	81	2
	" "	74 13 4		

a Refused under Article 51 *b*.
c Due, but not paid.

b Refused under Article 52 *d*.
d Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
ESSEX—*cont.*	£ s. d.		£ s. d.
Plaistow, Hall's Ville - N. 6	1,133 0 0	282	150 2 0
Plaistow, Holy Trinity - Ch. 6	- - -	96	9 12 11
Purleigh - P. 4	- - -	85	39 10 2
		30	9 0 3
Radwinter N. 2	360 15 0	88	38 7 8
		25	8 5 10
Rayleigh - N. 10	- - -	82	39 4 10
Rayleigh - B. 6	- - -	64	26 19 4
Rickling - N.	51 11 2		
Ridgewell - N. 4	- - -	52	26 15 0
Rochford - B. 7	- - -	60	45 12 4
Romford, Endowed - N. 12	*150 0 0	206	96 18 1
,, ,,	153 12 2		
Romford, Noak Hill - N.	96 0 0		
Romford, St. Andrew's, Mixed - N. 12	255 11 8	137	62 7 6
		61	38 18 10
Roxwell, Boys N. 5	- - -	26	8 4 10
Roxwell, Girls N. 5	- - -	57	27 12 0
Saffron Walden - N. 2	222 2 3	126	24 10 0
Saffron Walden - B. 5	62 0 0	238	115 16 4
		26	10 13 4
Saling, Great N.	42 0 0		
Sandon - N. 5	- - -	41	18 14 0
Shenfield - Ch. 11	- - -	131	69 18 10
		33	12 2 6
Shoebury-ness - - Ch. 10	- - -	104	60 6 4
Silvertown - N. 7	- - -	46	22 0 0
Southchurch N. 10	170 0 0	31	17 13 4
Southend - N. 10	- - -	87	44 12 8
		4	1 16 8
Southminster - - N. 4	255 10 0	104	29 5 0
		10	0 15 0
Springfield - N. 5	29 17 0	119	76 14 8
Springfield, Infant - N. 5	35 0 0	44	16 2 9
Stambourne N.	216 0 0		
Stanford Rivers - Ch. 11	127 0 0	61	32 17 8
Stanstead - B. 4	*30 0 0	48	11 7 0
Stanstead, Mountfitchett - N. 1	140 5 0	169	74 13 3
		16	4 8 4
Stanway - N. 3	- - -	64	39 4 9
Steeple Bumpstead - N. 3	267 14 6	80	44 2 11
Stock and Buttsbury - N.	*90 0 0		
Stratford, Ch. Ch. District N. 6	254 10 0	202	90 14 4
		9	3 5 10
Stratford, Eastern Counties Railway Mech. Institution - - 1	- - -	197	101 18 8
Stratford, St. John's - N. 6	*250 0 0	308	163 16 4
,, - ,,	78 6 8		

* School pulled down and £. repaid. *b* School temporarily closed. *c* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	ESSEX—*cont.*	£ s. d.		£ s. d.
203	Tendring - N. 3	60 0 0	59	30 6 3
			11	2 14 8
195	Theydon Bois N.	132 0 0		
203	Thorington, Mixed - 3	- - -	54	39 6 9
			15	5 9 2
207	Tilbury - N. 4	120 0 0	24	16 14 4
202	Tillingham - N. 4	283 10 0	96	46 0 8
			14	5 1 8
202	Tollesbury - B. 10	- - -	47	14 1 3
207	Toppesfield - N. 4	426 0 0	76	40 18 0
197	Upminster - N. 12	75 0 0	63	33 7 0
194	Victoria Docks, Infant -			
194	Victoria Docks, St. Mark's Ch. 7	749 13 9	458	216 10 8
201	Wakering, Great - N.	50 0 0		
137	Waltham Abbey - N. 10	- - -	153	72 10 4
			19	6 4 2
137	Waltham Abbey - B. 6	110 0 0	70	12 15 5
200	Waltham, Great - N. 5	279 4 0	102	65 14 0
			9	3 2 6
194	Walthamstow, St. Mary's N. 6	- - -	394	213 4 2
194	Walthamstow, Chapel End, St. John's - N. 6	*50 0 0	84	39 15 2
194	Walthamstow, Wood St. B. 7	- - -	53	13 0 5
194	Wanstead - N. 6	- - -	129	60 4 0
197	Warley, Great, Ch. Ch. - N. 11	123 3 10	84	53 9 8
197	Warley, Great, (Lower), Mixed - N. 11	105 0 0	32	17 12 2
203	Weeley - N.	105 0 0		
208	Wethersfield N. 4	145 8 0	99	53 19 2
			35	11 0 4
210	Wicken Bonant - - N. *a*	*20 0 0		
210	Widdington N. 1	- - -	37	20 11 6
196	Willingale - N.	130 10 0		
196	Willingale Doe - - N.	*30 0 0		
206	Witham - N. 5	321 7 4	181	124 0 10
			34	7 11 8
206	Witham - B.	*150 0 0		
205	Wivenhoe - N. 3	300 5 0	153	82 0 2
203	Wix - - N. *b*	65 0 0		
203	‡Wix - - W.			
194	Woodford - N. 6	114 0 0	126	75 2 6
			16	6 10 0
194	Woodford - B.			
194	Woodford Bridge, Infants - - N. *c*			
194	Woodford Bridge, St. Paul's - Ch. 6	404 0 0	70	34 1 0
200	Woodham Ferrers - N.	106 0 0		
207	Yeldham, Great - N.			
207	Yeldham, Little - N.	133 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	GLOUCESTER.	£ s. d.		£ s. d.
332	Almondsbury N. 4	*80 0 0		
	" "	91 3 10	93	52 0 10
332	Almondsbury, Patchway - N. 4	227 0 0	33	5 0 10
332	Alvestone - N. 2	*40 0 0	78	24 2 3
340	Ampney-Crucis, Endowed - 6	- - -	83	6 12 11
337	Arlingham, Endowed - N.	91 17 6		
337	Arlingham, Infants - Ch.	100 0 0		
341	‡Arlington - B.			
345	Ashchurch - N. 3	62 10 0	31	16 10 11
336	Ashelworth - N. 4	42 0 0	66	36 8 4
338	Avening - N. 1	160 0 0	60	23 12 8
			28	9 5 0
334	Awre and Blakeney - N.	115 0 0		
344	Badgworth - N. 5	163 6 6	45	24 2 10
332	Berkeley - Ch. 3	- - -	62	9 0 5
341	Bibury - N. 6	- - -	64	33 8 10
			12	4 18 4
343	Bishop's Cleeve - N. 2	135 0 0	68	29 6 2
			6	2 0 0
338	Bisley, Boys N. *a*			
327	‡Bitton - N.			
334	Blaisdon - N.	69 0 0		
334	Blakeney - B. 2	- - -	58	28 4 4
406	Bourton-on-the-Hill - N. 2	- - -	40	19 0 11
342	Bourton-on-the-Water - N.	152 0 0		
577	Bream - - N. 5	233 15 3	115	47 15 4
			15	3 4 2
576	Briavel's, St. P. 7	- - -	31	17 6 1
340	Brimpsfield - N.	37 0 0		
338	Brimscombe N. 11	- - -	122	57 5 10
330	Bristol, Anvil Street - B. 3	- - -	144	27 11 8
329	Bristol, Back Fields - W. 3	1,526 0 0	387	214 11 2
330	Bristol, Baptist Mills - W. 3	- - -	177	77 11 11
329	Bristol, Counterslip - - B. 3	- - -	111	72 0 4
329	Bristol, Dighton Street - R. 6	- - -	111	63 5 11
			33	10 11 4
329	Bristol, Diocesan Trade.			
330	Bristol, Emmanuel - Ch. 8	435 0 0	253	102 3 9
330	Bristol, Hannah More's N. 11	246 1 8	418	176 0 4
			143	47 7 6
330	Bristol, Highbury - B. 3	- - -	62	39 13 2
329	Bristol, Incorporation Poor School.			
329	Bristol, Industrial Training and Reformatory (Hillgrove Street).			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
329	Bristol, Lewin's Mead - - B. 3	350 0 0	168	82
329	Bristol, Maudlin Lane, Moravian - 3	- - -	73	33
329	Bristol, Meadow Street, Infants - B. *b*			
329	Bristol, Park Row, Industrial.			
329	Bristol, Pennywell Lane, Industrial Ragged.			
330	Bristol, Red Cross Street B. 3	280 16 8	640	380
			36	13
329	Bristol, Red Lodge Reformatory, Park Row.			
329	Bristol, Rosemary Street, B. 3	- - -	219	113
330	Bristol, Montpelier, St. Andrew's - N. 8	158 6 8	54	25
329	Bristol, St. Augustine's N. 11	321 5 4	274	131
329	Bristol, St. Clement's - Ch. 11	529 4 0	167	77
329	Bristol, St. George's, Brandon Hill - - N. 11	- - -	252	117
330	‡Bristol, St. George's Ragged. *b*			
329	Bristol, St. James', Back Ragged - 3	- - -	168	57
			25	14
329	Bristol, St. James', Infants - Ch. 8	- - -	127	60
329	Bristol, St. James' and St. Paul's Benevolent Society's - N. 11	200 0 0	*c*	
329	‡Bristol, St. James', Church Steps, Ragged.			
329	Bristol, St. John the Baptist's - P. 8	300 0 0	103	51
329	Bristol, St. Joseph's - R. *b*			
330	Bristol, St. Jude's - N. 8	948 4 0	148	40
			40	10
330	Bristol, St. Luke's, Barton Hill - Ch. 11	- - -	235	105
			32	9
329	Bristol, St. Mary's on the Quay - R. 6	- - -	168	87
			30	9
329	Bristol, St. Matthias' on the Weir - N. 8	723 0 0	146	53
			8	2

a Removed from inspection. *b* School closed. *c* Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
GLOUCESTER—*cont.*	£ s. d.		£ s. d.
Bristol, St. Michael's - N. 8	40 0 0	340	148 16 4
Bristol, St. Nicholas' and St. Leonard's - N. 8	1,150 0 0	155	*a*
Bristol, St. Nicholas, (Tolentine) (Pennywell Road) - R. 6	- - -	194	104 7 4
Bristol, St. Paul's - P. 11	- - -	*b*	
Bristol, St. Peter's - N. 8	184 0 0	146	90 3 10
Bristol, Bread Street, St. Philip's, Ragged.			
Bristol, St. Philip and St. Jacob Ch. 11	1,018 10 0	342	169 2 6
		357	136 7 6
Bristol, St. Silas (the Marsh) - N. 11	191 0 0	128	65 3 6
Bristol, St. Simon's - N. 11	90 0 0		*b*
‡Bristol, Trinity, St. Philip's Ragged.			
Broadwell, St. Paul's - Ch.	85 11 6		
Brockworth N.	*30 0 0		
Bussage - N.	53 0 0		
Cainscross - N. 4	*55 0 0		
" - "	323 8 0	143	70 16 2
Cam, Upper, Boys - - N.	*192 0 0	47	31 10 10
Cambridge - W. 1	- - -		
Campden (Chipping) - N. 2	*56 0 0	74	30 11 6
" - "	21 8 0	48	13 11 8
Cerney, North N. 6	155 9 7	67	32 2 8
		68	15 8 11
Cerney, South N. 6	- - -	23	6 14 9
		121	55 0 0
Chalford - N. 1	248 15 2	42	20 12 11
Chalford - B. 1	- - -	72	37 8 8
Charlton King's, Boys - - Ch. 3	*60 0 0	54	35 2 6
" " " - "	15 10 8		
Charlton King's, Girls - - Ch. 3	- - -	111	46 11 4
Charlton King's (Coltham Fields) Ch. 3	- - -	40	20 19 4
Chastleton, Hitchman's District - 2	- - -	74	35 7 10
		14	4 11 8
Cheltenham B. 2	*125 0 0	494	297 18 2
" - "	1,408 16 8		
Cheltenham, Baker Street B. 2	- - -	244	115 12 6
Cheltenham, Bethesda - W. 2	83 0 0	78	40 12 8
Cheltenham, Boys Model Ch. *c*			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
344	Cheltenham, Ch. Ch. - N. 10	- - -	202	69 12 0
344	Cheltenham, Ch. Ch., Infants - - N. 10	- - -	80	37 10 10
344	Cheltenham, Highbury - B. 2	1,250 0 0	154	70 1 6
344	Cheltenham, Naunton, Infants - N. 10	141 10 0	89	43 1 10
344	Cheltenham, Parish Ch., Boys - N. 10	180 0 0	214	117 14 8
344	Cheltenham, Parish Ch., Girls - 10	1,272 0 0	398	195 10 6
344	Cheltenham, Ragged Industrial - 2	203 3 9	142	70 1 4
344	Cheltenham, St. Gregory the Great - R. 6	336 1 0	119	62 4 0
344	Cheltenham, St. James' - N. 10	- - -	213	113 18 10
344	Cheltenham, St. John's - N. 10	322 12 6	236	134 13 4
			20	8 1 8
344	Cheltenham, St. Luke's, Boys & Girls N. 10	- - -	181	94 2 8
			45	15 10 10
				d 20 0 0
344	Cheltenham, St. Paul's, Boys and Girls Practising - 10	742 0 0	187	95 17 4
344	Cheltenham, St. Paul's, Infants - N. 10	314 0 0	140	59 4 4
344	Cheltenham, Holy Trinity, Boys and Girls - - N. 10	- - -	196	115 13 8
344	Cheltenham, Holy Trinity, Infants N. 10	- - -	128	56 4 0
389	Childs Wickham - - N. 2	143 15 0	50	22 3 1
333	Chipping - N.	*110 0 0		
334	Churcham and Bulley N. 6	358 0 0	63	39 17 5
334	Cinderford - B. 2	- - -	174	76 2 8
334	Cinderford, St. John's - N. 6	131 13 4	101	55 12 11
340	Cirencester - B. 1	- - -	67	32 13 4
340	Cirencester, Girls - - B. 1	- - -	65	33 18 10
340	Cirencester, Endowed - Ch. 6	- - -	385	7 10 0
577	Clearwell - N. 5	243 5 0	37	7 9 4
330	Clifton - - N. 11	*400 0 0		
" - "		126 17 0		*b*
330	Clifton, Bellevue, Girls - 9	- - -	58	25 10 8
330	Clifton, Berkeley Place, Infants - N. 9	189 15 0	137	62 10 2
330	Clifton - - B. 3	*150 0 0	143	54 15 10

a Refused under Article 52 *d*.
b Due, but not paid.
c Merged into Cheltenham, St. Paul's, B. and G. Practising.
d Retiring pension.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
330	Clifton, Ch. Ch. - - N. 9	- - -	186	85 17 8
			16	5 11 8
330	Clifton, Ch. of the Apostles - - R. *a*			
330	Clifton - U.			
333	Coaley - N. 2	- - -	39	5 3 7
340	Coates - - N.	89 0 0		
344	Coberley - Ch. 5	278 8 6	29	22 9 0
			14	4 15 0
			48	26 10 3
577	Coleford - N. 5	*150 0 0	13	3 10 10
577	Coleford - B. 2	- - -	78	38 19 2
340	Colesborne, Village - Ch. 6	- - -	26	13 16 5
341	Coln, St. Aldwyn - - N.	241 0 0		
162	Compton, Little - P. 3	163 6 6	13	4 7 10
			6	1 16 8
335	Corse - - N.	70 0 0		
338	Cranham - N.	35 0 0		
332	Cromhall - N. 2	- - -	49	23 18 0
332	Cromhall, Middle - *b*			
577	Dean Forest (Berry Hill) Ch. Ch. - N. 6	265 3 4	80	49 3 4
577	Dean Forest, Ch. Ch. Jubilee - - N. 6	187 0 0	99	54 7 1
			21	6 15 10
577	Dean Forest, St. Paul's, Park End - N. 6	155 0 0	63	22 17 2
334	Dean Forest, St. Paul's Oldcroft, and Slade, "Middle" - N.	177 5 0		
334	Dean Forest, Holy Trinity N. *a*	80 0 0		
334	Dean Forest, Holy Trinity, Drybrook (Mitcheldean) N. 6	150 0 0	209	124 14 2
334	Dean Forest, Viney Hill, Blakeney (and Blakeney, Woodside, Infants) - Ch.	142 10 0		
334	Dean Forest (Woodside), Holy Trinity - - Ch.			
334	Dean, Little N.	200 0 0		
345	Deerhurst - N. 3	255 0 0	40	19 1 4
341	Dowdeswell Ch. 2	- - -	26	11 10 3
338	Downend - N. 5	*150 0 0		
	„ - „	42 10 0	180	85 11 4
336	Down Hatherley - N. 5	- - -	46	34 10 0
343	Dumbleton - N. 3	- - -	84	46 17 0
340	Duntisbourne, Abbot's - N.	35 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Gra (paid withi Year endin 31 Dec. 186 Average Attendance.	Amou
	GLOUCESTER—*cont.*	£ s. d.		£ s.
330	Durdham-Down, St. John's - N. 9	545 0 0	133	63 7
			20	8 5
333	Dursley - N. 2	*200 0 0	87	59 0
	„ - „	91 15 6	21	8 0
			103	59 11
333	Dursley - W. 1	- - -	18	5 13
			66	35 2
337	Eastington - N. 1	495 0 0	73	15 14
337	Eastington - W. 1	- - -	47	27 8
341	Eastleach (Martin and Eastleach Turville) - Ch. 6	188 12 6	100	53 10
			23	8 10
330	Easton, Lower, St. Mark's - N.	39 9 0		
338	Ebley - - B.	467 0 0		
577	English Bicknor - - N. 6	*79 0 0	58	34 2
340	Fairford, Endowed - N. 3	86 10 0	163	*c*
332	Falfield, Lady Jenkinson's N. 4	- - -	45	11 18
345	Forthampton N. 3	- - -	68	30 16
337	Framilode - N. 5	158 15 9	53	31 15
337	Framilode - B. 1	- - -	91	49 2
331	Frampton Cotterell - N. 4	380 0 0	120	62 14
			22	7 8
331	Frampton Cotterell - B. 3	189 0 0	124	57 6
337	Frampton-on-Severn - N. 5	89 0 0	77	37 8
330	Frenchay - N. 4	- - -	54	27 14
337	Fretherne - N.	*33 0 0		
330	George's, St. N. 8	287 0 0	229	112 13
			54	21 18
330	George's, St., Infants - N.	130 0 0		
330	George's, St. B. 3	- - -	110	66
336	Gloucester - N. 9	- - -	142	58 19
336	Gloucester - B. 2	515 9 10	450	222
330	Gloucester, Bristol, and Oxford Diocesan Practising - 1	- - -	127	63 1
336	Gloucester, Ch. Ch. - N. 9	- - -	99	41
336	Gloucester (Deacon St.), Boys -	70 0 0		
336	Gloucester - R. 7	- - -	66	38 1
336	Gloucester, St. Catherine's - - N.	*100 0 0		
336	Gloucester, St. James' - N. 9	565 0 0	316	150
336	Gloucester, St. John's - N.	125 5 0		
336	Gloucester, St. Luke's - N. 9	- - -	139	38 1
			26	8
336	Gloucester, St. Mark's, Girls - - N. 9	109 0 0	137	56 1

a School closed. *b* Removed from inspection, now a middle school. *c* No grant claimed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
GLOUCESTER—*cont.*	£ s. d.		£ s. d.
Gloucester, St. Mary-de-Lode, and St. Catherine's - N. 9	- - -	135	46 4 9
Gloucester, St. Michael's N. 9	230 0 0	118	50 8 6
Gloucester, St. Nicholas', Girls and Infants - N. 9	- - -	79	32 3 4
Gloucester - W. 2	- - -	168	90 6 4
Gretton - N. 5	- - -	42	22 13 2
Haffield (Dymock) - N. 3	- - -	63	25 0 8
Hanham - N. 10	*100 0 0		
" - "	203 13 0	223	161 10 1
Hanham - W. 12	- - -	165	*a*
Hardwick, Reformatory.			
Hatherop Memorial - Ch. 6	- - -	35	17 2 10
Hawkesbury N. 11	179 11 4	54	23 3 0
‡Hawthorne Ch. *b*			
Highnam - N. 1	- - -	37	21 0 6
Horfield - N.	*41 0 0		
Horfield, Edmond's Trust, Boys Ch. 8	178 0 0	44	19 9 4
Horsley - Ch. 3	30 0 0	82	*a*
Horsley - W. 1	- - -	28	13 2 4
Horton - Ch. 11	270 0 0	52	25 6 10
Hucclecote - N. *d*			
Huntley - Ch. 6	- - -	56	28 6 3
Kemerton - N. 3	60 0 0	49	24 1 4
Kemerton, St. Benet's R. 6	52 10 0	23	2 10 0
Kingsdown, St. Matthew's - N. 8	401 5 0	231	93 2 2
		98	49 18 8
Kings Stanley - - N. 11	- - -	*c*22	7 0 0
		114	40 12 10
		40	11 13 4
Kings Stanley - - B. 1	- - -	78	40 19 2
Kingswood - N. *d*	*75 0 0		
Kingswood Reformatory.			
Kingswood Hill - - W. 1	- - -	221	86 18 6
Kingswood Hill - - B. 1	- - -	139	63 8 1
Kingswood (Wotton-under-Edge) - B. 2	- - -	62	33 12 8
Lechlade - N.	*60 0 0		
Leckhampton - - N. 2	216 10 0	79	45 16 4
Leckhampton, St. Philip's - N. 2	- - -	216	93 16 10
Leigh - - N. 5	162 0 0	33	5 6 2
Longney - N. 5	137 15 1	31	14 18 4
Lydbrook - Ch. 6	77 4 0	100	58 15 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
576	Lydney - Ch. 5	350 15 0	204	108 16 3
			24	6 6 8
336	Maisemore - N. 1	168 0 0	47	28 2 10
404	Marston Sicca N.	113 0 0		
334	Micheldean, Free - - N.			
338	Minchinhampton - B.			
338	Minchinhampton - P. 1	- - -	127	60 5 10
			12	4 13 4
334	Minsterworth N. 11	- - -	36	17 0 0
338	Miserden - N.	35 0 0		
330	Moorfields (Bristol) - N. 11	- - -	145	65 10 9
406	Moreton-in-the-Marsh Ch. 2	- - -	177	26 6 2
406	Moreton-in-the-Marsh - B. 12	- - -	74	39 4 8
338	Nailsworth - N.	250 0 0		
338	Nailsworth - B. 1	*100 0 0	80	42 12 10
342	Naunton - Ch. 2	- - -	34	16 12 2
335	Newent - N. 4	368 0 0	173	97 12 2
			50	16 1 8
577	Newland - N. 5	77 17 0	69	35 18 6
334	Newnham - N. 6	*50 0 0	99	64 0 0
			16	4 18 0
334	Newnham - B. 2	- - -	58	18 4 0
333	Nympsfield Ch. 12	- - -	*e*	
338	Oakridge - P. 4	- - -	77	45 2 2
			21	7 5 10
342	Oddington - N. 2	147 11 6	57	38 11 1
332	Oldbury-on-Severn - N. 4	170 8 0	83	50 11 6
			9	3 2 6
327	Oldland - N. 10	*100 0 0		
	" - "	134 3 4	133	82 7 9
327	Oldland Common - B.			
332	Olveston and Elbarton - N. 1	*75 0 0	177	90 6 8
			14	3 16 8
332	Olveston, Infant - - N.	130 0 0		
338	Painswick and Rhyl United - N. and Industrial 1	503 9 11	158	81 3 6
338	Painswick, The Slad, HolyTrinity N.	*53 0 0		
335	Pauntley - N. 4	- - -	52	9 4 0
344	Prestbury - N. 2	*50 0 0		
	" - "	75 12 0	71	33 19 8
331	Pucklechurch N. 5	60 0 0	55	*a*
336	Quedgeley - N. 4	- - -	59	26 9 10
338	Randwick - N. 2	163 0 0	83	24 14 7
577	Redbrook - Ch.			
340	Redcomb Village - - 6	- - -	19	6 0 7
342	Risington, Great - N.	41 0 0		
342	Risington, Little - N.	50 0 0		
338	Rodborough, King's Court B.	*70 0 0		
336	Sandhurst - N.	106 0 0		
338	Selsley Ch. 11	- - -	70	36 5 0
			20	6 15 0

a Refused under Article 52 *d*.
b School pulled down.
c For two years.
d Removed from inspection.
e Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
341	Sevenhampton - - N. *a*			
339	Shipton Moyne N. 3	60 0 0	32 11	36 4 5 2 10 10
330	Shirehampton N. 5	87 8 8	87	55 10 6
340	Siddington - N. 6	- - -	44 15	9 3 9 1 17 6
327	Siston - - N.	*75 0 0		
331	Sodbury, Chipping - N. 11	125 0 0	88 22	45 12 2 5 18 4
331	Sodbury, Old N. 11	*50 0 0	55	26 18 8
341	Southrop Ch. 6	- - -	59	32 0 10
337	Standish - N. 5	- - -	23	11 10 0
338	Stanley, St. Leonard's - N. 11	- - -	*b*	
343	Stanton - N.	204 8 0		
343	Stanway Ch. 5	- - -	25	8 12 8
330	Stapleton, Dr. Bell's - N. 5	243 15 0	66	*c*
330	Stoke, Bishop, Girls - N. 4	- - -	44	24 8 6
345	Stoke, Orchard N.	45 0 0		
342	Stow-on-the-Wold (Endowed) - N. 2	215 0 0	136	52 9 4
340	Stratton Ch. 6	202 0 0	54	26 3 9
338	Stroud - N. 2	*100 0 0	213	93 18 6
	" - "	437 0 0	70	24 5 0
338	Stroud - B. 1	*150 0 0		
	" - "	43 10 0	189	111 12 10
342	Swell, Lower N. 12	- - -	44	18 14 2
335	Taynton - P. 4	- - -	39	20 4 2
339	Tetbury - N. 2	*145 0 0		
	" - "	196 13 4	388	92 5 10
345	Tewkesbury N. 7	300 0 0	231	82 7 0
345	Tewkesbury B. 2	83 12 10	49	24 15 0
345	Tewkesbury, Trinity - N. 7	- - -	126	39 17 3
338	Thrupp - N. 2	- - -	59	12 14 0
335	Tibberton - B. 2	- - -	60	40 8 0
332	Thornbury - N. and Industrial 4	*130 0 0		
	" - "	355 12 6	107	47 3 4
576	Tidenham - N. 6	*d*60 0 0	50	30 1 7
345	Tirley - - N.	35 0 0		
331	Tormarton - N. 5	71 0 0	46 15	28 15 6 4 17 6
332	Tortworth - B. 2	- - -	97 7	56 14 10 1 15 10
576	Tutshill - N.			
336	Twigworth - N. 5	13 0 0	56 9	26 10 2 3 1 6
345	Twining - N. 3	64 0 0	65	28 8 10
330	Two Mile Hill, St. Michael's N. 8	36 7 6	81	24 1 10
330	Two Mile Hill, St. Michael's, Crews Hole Ch. 8	146 16 3	73	31 7 10
333	Uley - - N. 12	184 0 0	77	40 14 8
335	Upleadon Mixed - N. 4	- - -	27	11 0 6
336	Upton, St. Leonard's - N. 1	- - -	101	43 14 10
327	Warmley - N. 10	- - -	87 26	50 13 2 6 1 8

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Gra (paid with Year endi 31 Dec. 186 Average Attendance.	Amou
	GLOUCESTER—*cont.*	£ s. d.		£ s
340	Watermoor, Trinity - N. 6	577 4 0	76	37 6
334	Westbury-on-Severn - N. 6	80 0 0	96 19	57 3 6 4
330	Westbury-on-Trym, Edmund's Foundation 4	- - -	58	*c*
330	Westbury-on-Trym, Girls N. 4	171 6 8	43	19 13
330	Westbury-on-Trym, Infts. N. 4	8 10 0	49	25 8
331	Westerleigh N. 4	122 12 2	37	20 2
389	Weston Sub-Edge - - N.			
338	Whiteshill - N. 2	518 9 0	98	47 1
337	Whitminster Endowed - Ch. 5	116 10 0	42	10 5
331	Wickwar Ch. 2	- - -	43	23 13
343	Winchcombe N. 5	- - -	186	86 18
340	Winstone - N.	*26 0 0		
330	Winterbourne N. 4	- - -	38	18 17
330	Winterbourne Down, All Saints - N. 4	- - -	56 12	26 3 3 16
341	Withington N. 2	273 0 0	87	18 14
576	Woolastone Ch. 6	197 7 6	46	20 14
333	Wotton-under-Edge - - N. 12	- - -	*b*	
333	Wotton-under-Edge - B. 2	15 0 0	201 17	116 15 5 17
331	Yate - - N. 11	105 0 0	82 23	44 17 7 5
	HAMPSHIRE.			
118	Abbot's Ann 7	- - -	128	51
40	Aldershot - N. 4	387 0 0	150	86 17
40	Aldershot Town - R. 11	- - -	13	11 14
113	Alresford - B. 5	19 0 0	35	10 14
113	Alresford, New N. 3	*80 0 0	98	44 17
113	Alresford, Old N. 3	- - -	73 8	48 6 2 14
113	‡Alresford, Royal Patriotic Asylum - - *a*			
113	Alresford, The Grange N. 3	- - -	46	25
114	Alton - - N. 1	289 10 4	253 52	125 14 16 14
114	Alton, Boys - B. 5	- - -	60 19	27
114	Alton, Girls - B. 5	- - -	103	52
97	Alverstoke - N. 2	279 12 6	223	125
97	Alverstoke, New Town, Infts. N. 2	264 12 0	75	25 14
109	Ampfield - N. 6	- - -	55	39 14
118	Andover - N. 7	910 0 0	115	51 14
118	Andover - B. 5	*170 0 0	228	132 14
	" - "	61 15 0		
99	Arreton, (I. of W.) - N. 10	- - -	47	16
100	Baddesley, South - Ch. 2	- - -	40	20

a Removed from inspection.
b Due, but not paid.
c Refused under Article 52 *d*.
d This grant has been repaid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
HANTS—*cont.*	£ s. d.		£ s. d.
Basing - N. 12	- - -	100	26 19 5
Basingstoke N. 12	- - -	162	59 9 0
		40	13 13 4
Basingstoke B. 5	- - -	150	79 7 6
Basingstoke U.			
Baughurst - N. 1	75 0 0		
Beechwood - N. 11	- - -	42	23 15 6
Beechwood - B.			
Bedhampton N. 7	- - -	56	6 3 0
Bentley - N. 1	100 0 0	98	54 9 0
		34	14 15 4
Bighton - N. 3	- - -	7	1 14 2
Binstead (I. of W.) - N. 4	198 17 6	53	31 2 2
Bishopstoke N. 7	108 0 0	72	34 0 0
Bitterne - N. 11	414 0 0	166	97 16 2
Bitterne, Infants - Ch. 11	- - -	53	26 9 8
Blendworth N.	8 18 0		
Boldre, East N.	72 0 0		
		79	43 15 4
Botley - - N. 3	262 0 0	13	3 19 2
Botley, Hedge End - - N. 3	134 15 0	54	27 16 2
		96	38 12 8
Bourne, St. Mary's - N. 7	483 0 0	8	2 5 0
Bournemouth N. 4	- - -	79	38 12 6
Bournemouth B. 5	- - -	70	44 11 2
Bournemouth, Infants Ch.			
Brading (I. of W.) - - N.	136 0 0		
Brading (I. of W.) - - B. 5	291 0 0	87	40 8 10
		*a*60	21 15 0
Bramley - P. 12	- - -	*a*60	19 15 7
Bramshaw, Girls and Infants N. 12	- - -	59	25 14 2
Bramshaw, Boys - - N. 12	- - -	20	9 8 3
Bramshaw, Fritham - Ch.	37 10 0		
Bransgore - N.	50 0 0		
Breamore Ch. *b*			
Brixton (Isle of Wight) - N. 10	*80 0 0	69	11 10 7
" " - "	47 7 0		
Brockenhurst N. 4	387 12 0	72	24 15 2
		26	8 16 8
Broughton - N.	*20 0 0		
Broughton-cum-Bossington N. 7	- - -	76	22 0 2
Brown, Candover - N. 3	- - -	49	26 8 6
		55	21 5 0
Burghclere - Ch. 7	- - -	13	3 5 10
Buriton - N. 1	- - -	27	13 10 8
Burley - N. *c*	45 0 0		
Burley-Ville Ch. 4	228 0 0	61	42 5 4
		79	39 15 0
Bursledon - N. 3	*48 0 0	18	3 18 4
Calbourne (Isle of Wight) - N. 10	*60 0 0	34	25 10 0
" " - "	55 10 0		
Carisbrooke (I. of Wight) - N. 10	72 1 0	50	33 4 0

a For two years.
c School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	HANTS—*cont.*	£ s. d.		£ s. d.
111	Catherington N. 1	80 0 0	35	18 5 0
114	Chawton - N. 1	- - -	46	23 2 4
118	Chilbolton - N.	35 0 0		
99	Chillerton (Isle of Wight) - N. 10	- - -	43	32 5 0
101	Christ Church N. 4	405 0 0	207	112 11 0
101	Christ Church U.			
115	Church Crookham - - N. 3	176 13 0	80	41 3 2
116	Church Oakley N. 12	- - -	61	27 6 6
			19	4 14 2
109	Colden Common - - N. 7	97 0 0	50	31 15 0
112	Colmer and Pryor's Dean N. 1	38 0 0	16	8 18 0
109	Compton - N.	20 0 0		
99	Cowes, East (I. of W.) - N. 10	*75 0 0	211	99 4 0
		594 0 0	20	5 1 8
	" " "		340	186 17 6
99	Cowes, West (I. of W.) - N. 10	617 0 0	33	10 15 10
99	Cowes, West (I. of W.) - B.	*80 0 0		
109	Crawley - P. 6	26 0 0	52	24 10 8
115	Crondall - N. 3	*52 0 0	123	59 19 10
119	Crux Easton N.	60 0 0		
110	Curdridge - N. 3	*30 0 0	46	27 9 2
107	Dean, East - N. 12	107 0 0	38	35 18 3
104	Dibden - N. 11	- - -	39	24 8 11
110	Droxford - N. 4	- - -	36	16 2 6
116	Dummer - N.	20 0 0		
110	Durley - N. 4	- - -	44	17 9 0
109	Easton - N.			
104	Eling, North N. 11	125 0 0	115	85 2 3
			27	10 6 7
104	Eling (Rumbridge Street) N. 11	145 0 0	117	71 18 2
			22	6 13 4
97	Elson - - N. 2	234 16 0	101	48 11 4
115	Elvetham (Lord Calthorpe's).			
104	Emery Down N.	96 0 0		
112	Empshott - N.	31 10 0		
104	‡Exbury - N.			
109	Fair Oak - N. 6	- - -	69	15 0 8
98	Fareham - N. 2	5 18 0	223	126 3 0
98	Fareham - B. *d*	*80 0 0		
98	Fareham (Crocker Hill), N. and evening *c*	61 0 0		
98	Farcham, Funtley Branch N.			
98	Fareham, Infants - - N. 2	100 0 0	62	31 18 4
114	Faringdon - N. 1	- - -	74	32 19 8
41	Farnborough Ch. 4	- - -	77	43 11 0
104	Fawley - N. 11	- - -	88	45 3 10
115	Fleet - - Ch. 3	- - -	25	7 19 8
103	Fordingbridge N. 4	*115 0 0	82	36 16 4
			18	5 5 0
103	Fordingbridge B. 5	- - -	103	62 6 10

b Removed from inspection.
d School extinct.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	HANTS—*cont.*	£ s. d.		£ s. d.
96	Fratton - N. *a*	*62 10 0		
106	Freemantle Ch. 11	740 0 0	258	147 5 10
			18	5 5 10
99	Freshwater - N. 10	180 0 0	109	28 13 1
99	Godshill (I. of W.) - P. 4	- - -	70	36 14 6
97	Gosport (Preparatory) - N. *b*			
97	Gosport, Royal B. 5	- - -	66	31 3 10
97	Gosport, St. Matthew's N. 2	400 0 0	351	157 2 11
97	Gosport, Holy Trinity - Ch. 2	47 10 0	156	74 3 4
118	Grateley - Ch.	40 0 0		
110	Hambledon N. 4	226 0 0	85	50 5 6
106	Hamble-le-Rice N.	53 0 0		
	Hampshire Reformatory.			
119	Hannington N.	60 0 0		
			66	33 14 4
116	Hartley Wespall - - Ch. 12	- - -	14	5 0 0
			*c*76	32 5 10
			15	4 17 6
115	Hartley Wintney - Ch. 3	75 16 4	134	62 11 8
95	Havant - B. *a*	*75 0 0		
95	Havant and Bedhampton N. 7	98 4 6	180	79 12 10
99	Havenstreet (I. of W.) N. 3	- - -	29	23 15 7
112	Hawkley - Ch.			
41	Hawley - Ch. 4	- - -	69	49 11 6
95	Hayling - Ch. 7	- - -	69	30 14 4
41	Headley - N.	*42 0 0		
41	Headley Endowed - - 4	22 0 0	60	33 14 5
99	Helen's, St. N.	333 18 0		
101	Highcliffe - Ch. 4	- - -	66	33 11 0
			8	1 18 4
101	Holdenhurst N. 4	45 0 0	33	8 1 9
116	Hook - - N. 3	135 3 8	77	27 12 7
100	Hordle - N. 2	343 18 3	63	30 16 0
			10	2 2 0
111	Horndean - Ch. 1	271 0 0	69	38 19 10
109	Hursley, Boys Ch. 6	- - -	42	23 16 0
109	Hursley, Girls N. 6	- - -	54	40 10 0
117	Hurstbourne Priors, Earl of Portsmouth's - 7	- - -	81	51 4 4
118	Hurstbourne Tarrant - N.	150 0 0		
103	Hyde - - N. 4	- - -	80	40 2 10
119	Kingsclere, Boys, Free Ch. 7	279 4 0	63	24 14 4
119	‡Kingsclere, Girls - - N.			
119	Kingsclere, Woodlands Ch. 7	117 13 6	60	22 16 0
41	Kingsley - N.	73 0 0		
108	King's Somborne - N. 7	481 9 8	104	44 16 0
96	Kingston Cross, School of Industry N.	*62 10 0		
109	Kingsworthy N. 6	294 0 0	35	17 2 1
96	Landport, Lancasterian Boys' - - 5	- - -	103	38 9
96	Landport, Lancasterian Girls' - - 5	- - -	97	16 15 1
96	Landport, St. Luke's - N. 5	- - -	356	181 15
96	Landport - W. 5	- - -	346	177 14
117	Laverstoke Ch.			
99	Lock's Green (Calbourne, I. of W.) - Ch. 10	- - -	49	26 3
104	Longdown - N.	170 0 0		
108	Longstock - N. 7	- - -	46	6 7
100	Lymington - N. 2	*150 0 0	257	125 9
100	Lymington - B. 5	- - -	168	78 2
104	Lyndhurst - N. 12	325 6 0	*d*	
112	Lyss - - N.	*30 0 0		
116	Mapledurwell N.	42 10 0		
109	Martyr-Worthy N.	170 0 0		
114	Medstead - N. 2	54 0 0	29	14 1
112	Meon, East N. 1	223 8 9	99	39 1
110	Meonstoke - N. 4	45 0 0	20	10 5
110	Meon, West N. 1	229 10 0	110	51 14
100	Milford - N. 2	52 15 0	80	41 19
			90	46 7
106	Milbrook Ch. 11	- - -	*c*105	47 2
			17	3 9
100	Milton - N.	*50 0 0		
	" - "	41 16 0		
101	Moordown - N. 4	- - -	48	23 2
126	Mortimer, West End - - Ch. 1	- - -	26	10 17
104	Netley, St. Matthew's N. 11	124 0 0	*d*	
99	Newport (I. of W.) - N. 10	47 5 6	213	135 15
99	Newport (I. of W.) - B.	*100 0 0		
	" - "	100 0 0		
110	Newtown - N. 4	19 16 5	50	25 12
114	Newton Valence, Infants - - N. *e*			
99	Niton (I. of W.) N. 4	- - -	51	18 10
105	Northam (Ch. Ch.) - N. 9	800 0 0	242	111 0
99	Northwood (I. of W.) - N. 10	- - -	85	41 15
107	Nursling - Ch. 12	- - -	59	31 5
99	Oakfield, St. John's (I. of W.) - N. 4	387 5 0	146	79 8
115	Odiham - N. 3	*120 0 0	166	63 1
	" - "	46 0 8		
115	Odiham, London Road - 6	- - -	60	24 13
117	Overton - N.	*77 0 0		
	" - "	306 0 0		
109	Owslebury - N.	34 0 0		

a School closed.
b Merged into Gosport, Holy Trinity, N.S.
c For two years.
d Due, but not paid.
e Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
HANTS—*cont.*	£ s. d.		£ s. d.
Parley, East N. 4	- - -	35	15 4 2
		10	1 5 0
Petersfield - B. 5	- - -	148	83 7 6
Petersfield - N. 1	*126 0 0	136	78 8 0
" - "	847 0 0		
Pokesdown - N. 4	- - -	50	23 10 6
Porchester - N.			
Portsea, All Saints' - N. 5	321 10 0	526	269 18 10
Portsea, Beneficial Society's 5	*140 0 0	282	136 1 8
Portsea, Free N.	503 0 0		
Portsea Island U.			
Portsea - R. 7	- - -	164	102 16 1
Portsea Town, St. John's and Trinity, Boys - - N. 5	483 6 8	100	59 3 4
Portsea Town, Trinity, Mixed - N. 5	- - -	69	33 8 2
Portsea, St. John's, Girls and Infants - - N. 5	- - -	84	35 14 10
Portsmouth N. 5	100 0 0	226	125 2 6
Portsmouth, Royal Victoria, Infants - - -	123 0 0		
Preston Candover - N. 12	- - -	55	19 1 11
Redbridge, Girls Ch. 11	- - -		*a*
Redhill, St. John's - N.	108 0 0		
Ringwood - N. 4	485 0 0	260	119 7 0
		305	98 13 1
Romsey - N. 12	95 15 6	58	23 13 4
		237	135 16 2
Romsey - B. 5	443 10 0	30	10 1 8
Rownhams - N. 11	- - -	74	49 8 6
Ryde (I. of W.) N. 3	936 13 4	159	131 17 3
Ryde (I. of W.) B. 5	207 0 0	128	64 15 0
Ryde (Isle of Wight), Infants - Ch. 3	- - -	70	44 15 1
Ryde (Isle of Wight), Trinity N. 3	- - -	76	73 7 10
Ryde, (I. of W.) Holy Trinity, Girls' - - N. 3	- - -	31	14 17 0
Sandown - N. 4	633 15 0	168	86 0 2
Sarisbury, St. Paul's - N. 2	62 0 0	72	38 5 4
		108	69 8 0
Scholing - N. 11	- - -	13	3 10 10
		41	9 15 10
Selborne - N. 2	73 0 0	17	5 19 2
		42	16 15 8
Shalfleet - Ch. 10	117 0 0	71	22 6 8
Sherborne, St. John's - Ch. 12	- - -	14	4 10 0
Sherfield-English - N.	60 0 0		

a Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	HANTS—*cont.*	£ s. d.		£ s. d.
116	Sherfield-on-Loddon, Endowed - 12	- - -	79	26 8 0
110	Shidfield - N. 3	114 0 0	78	42 18 8
106	Shirley - N. 11	- - -	315	191 4 0
110	Soberton - N. 4	- - -	49	24 13 6
105	Southampton, All Saints' N. 9	565 0 0	295	140 10 8
105	Southampton, Bedford Place N.	*100 0 0		
105	Southampton, Charlotte Place - - N.	300 0 0		
105	Southampton, Holy Rhood N. 5	206 0 0	101	49 2 0
105	Southampton, U.			
105	Southampton, St. George's Place (Houndwell), Ragged	268 15 0		
105	Southampton, Royal - - B. 6	*215 0 0	47	20 7 11
105	Southampton, St. James' - N. 5	- - -	123	62 11 4
			28	9 16 8
105	Southampton, St. Luke's, New Town District - N. 9	- - -	236	129 5 2
105	Southampton, St. Mary's (Crabniton District) - N. 9	745 0 0	101	48 4 2
105	Southampton, St. Mary's, Grove St. - N. 9	559 0 0	501	236 2 8
106	Southampton, St. Mary's, Extra (Pear Tree Green) N.	311 0 0		
105	Southampton, St. Michael's N.	371 5 0		
105	Southampton, St. Paul's - N. 5	- - -	42	28 15 0
105	Southampton, St. Peter's - Ch. 9	- - -	82	37 9 10
105	Southampton, Holy Trinity District - N. 9	748 10 0	313	140 9 6
105	Southampton W. 5	- - -	82	48 7 0
96	Southsea, St. Jude's - N. 5	390 0 0	226	97 7 2
96	Southsea, St. Paul's - N. 5	366 10 0	189	119 0 4
109	Sparsholt - N.	32 0 0		
112	Steep - - N.	45 0 0		
108	Stockbridge, N. 7	- - -	80	33 4 2
106	Stoneham, South, Portswood and Highfield - N. 11	268 13 8	*b* 129	55 14 6
			132	58 5 4
113	Sutton Bishop N.	294 6 0		
41	Sutton, Long N.	66 0 0		
110	Swanmore - N. 4	226 17 6	64	33 15 8
100	Sway - - N.	50 0 0		
107	Timsbury - N. 12	53 0 0	32	13 13 6

b For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	HANTS—*cont.*	£ s. d.		£ s. d.
114	Tisted, East N. 2	- - -	38	12 3 6
113	Titchborne - N. 3	45 0 0	49	27 3 2
98	Titchfield - N. 2	- - -	167	83 19 6
104	Totton - - B. 5	*50 0 0	71	50 18 8
109	Twyford - N. 6	430 0 0	81	38 9 10
			18	5 11 8
108	Tytherley, East, Endowed - Ch. 7	- - -	80	*a*
	„ - „	- - -	18	
108	Tytherley, West - - N. 7	- - -	68	35 13 0
			22	8 3 4
			47	23 17 10
110	Upham - N. 7	47 0 0	10	3 8 4
99	Ventnor - N. 4	939 12 0	259	154 14 0
99	Ventnor Literary Institution - 6	- - -	135	66 13 8
118	Vernham, Dean Gillam's - - 7	- - -	66	26 2 4
108	Wallop, Nether - - N.	*46 0 0		
108	Wallop, Over Ch. 7	- - -	67	32 9 2
110	Waltham, Bishop's - N. 4	- - -	93	18 19 4
110	Waltham, Bishop's - B. 5	- - -	59	29 8 0
116	Waltham, North - N. 12	35 0 0	52	18 1 10
95	Warblington and Emsworth - N. 7	*126 0 0		
	„ - „	129 0 0	154	72 16 0
95	Warblington and Emsworth, Infant - - N. 7	95 0 0	26	9 11 8
			—	*b*20 0 0
110	Warnford Park - - N. 1			*c*
107	Wellow - N. *d*			
106	Westend, St. James' - N. 3	*72 0 0	94	49 16 0
118	Weyhill - Ch.	102 5 0		
99	Whippingham (Isle of Wight) - N. 10	106 0 0	57	38 12 2
117	Whitchurch N. 7	282 0 0	105	43 19 4
117	Whitchurch W. *e*			
99	Whitwell - N. 4	- - -	27	2 16 0
98	Wickham - N. 3	- - -	78	44 3 6
99	Wight, Isle of U.			
109	Winchester, Central - N. 6	- - -	247	129 15 0
			30	7 16 8
109	Winchester, (Hyde) St. Bartholomew's - N. 6	141 8 6	103	52 13 10
109	Winchester, St. John's - N. 6	376 0 0	98	39 8 0
109	Winchester, St. Michael's Practising N. 6	443 19 8	52	23 14 8
109	Winchester, St. Peter's - N. 6	125 0 0	81	40 8 10
109	Winchester, St. Peter's Street - W. 6	- - -	57	31 11 7
109	Winchester, St. Thomas' N. 6	200 0 0	135	77 5 0
109	Winchester, Trinity - N. 6	303 16 6	186	103 15 4
115	Winchfield - Ch.	122 15 0		
109	Wonston - P. 6	- - -	98	46 3 4
119	Woodhay, East N. 7	*50 0 0	89	45 6 6
	„ - „	46 0 0	6	2 13 4
119	Woolton Hill, N. and Indust. 7	90 10 0	73	35 3 10
			14	4 8 4
99	Wootton Bridge - Ch. 10	105 12 6	68	31 11 3
			9	3 10 10
116	Wootton, St. Lawrence - Ch. 12	- - -	51	19 9 0
116	Worting - N. 12	- - -	63	27 1 0
98	Wymering and Widley N. 3	130 0 0	141	61 15 0
99	Yarmouth (Isle of Wight) - N. 10	438 0 0	157	69 14 0
41	Yateley - N. 4	*50 0 0	65	30 14 0
	„ - „	143 19 7	8	3 10 0
	HEREFORDSHIRE.			
349	Almelly - N.	5 0 0		
346	Ashperton and Canon Frome - N. 3	253 0 0	67	34 13 0
347	‡Ballingham N. *d*			
348	Belmont, St. Michael's - R. 7	- - -	22	9 13 1
348	Birch, Little Ch. 2	- - -	46	28 12 0
350	Bishop's Frome N. 4	170 0 0	63	27 2 0
347	Bishopswood N. 5	- - -	33	8 8 1
346	Bosbury, Boys - - N. 5	- - -	38	*a*
346	Bosbury, Girls - - N. 5	118 10 0	37	22 0 1
347	Brampton Abbots - Ch.	100 0 0		
604	Brampton Brian - N. 5	- - -	65	20 15 0
347	Bridstowe - N.	90 0 0		
385	Brimfield - N. 2	263 10 0	49	15 19 0
349	Brinsop - N.	75 0 0		
350	Bromyard - B. 1	- - -	57	34 12 0
350	Bromyard, Infants - N. *f*	28 6 8		
350	Bromyard - N. 5	254 0 0	100	40 1 0
347	Caple, King's N.	35 0 0		
348	Clehonger - Ch. 6	- - -	47	5 5 0
602	Clifford, Endowed - N.	*50 0 0		
	„ - „	20 15 4		
350	Cowarne, Central - - N. 5	370 0 0	45	17 5 0
350	Cradley, Girls' N. 5	285 15 0	76	37 18 0
351	Croft and Yarpole - N. 6	- - -	74	26 9 0

a Refused under Article 52 *d*.
b Retiring pension.
c Due, but not paid.
d Removed from inspection.
e No school for some years.
f Merged into Bromyard, N.S.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
HEREFORD—*cont.*	£ s. d.		£ s. d.
Dilwyn - N. 4	137 0 0	63	25 14 8
Dynedor - N.	*35 0 0		
Eardisley - N. 5	256 0 0	82	48 16 6
		30	7 11 8
		51	13 5 2
Eastnor - P. 2	- - -	25	8 19 7
Eaton, Bishop N. 2	110 0 0		
Ewyas Harold - N. 2	56 0 0	46	25 2 4
Eyton - - Ch. 2	- - -	24	6 14 2
Goodrich - N. 5	373 14 0	60	29 6 8
Hentland and Hoarwithy P. 5	- - -	37	25 4 0
Hereford, Blue Coat - N. 4	87 0 0	212	19 16 6
Hereford, St. John the Baptist - N. 4	- - -	78	9 5 10
Hereford, St. Martin's - N. 2	438 0 0	117	55 5 4
„ - „		11	3 2 6
Hereford, St. Nicholas' - N. 3	- - -	112	57 16 6
Hereford, St. Peter's - N.	*290 0 0		
„ - „	58 0 0		
Hereford, Scudamore's Charity - N. 4	556 0 0	217	104 12 8
Homer and Huntington N. 1	208 0 0	65	31 19 4
Hope, Upper Hill - - N. 3	225 16 1	32	17 0 8
Ivington, St. John's - N.	80 5 0		
Kentchurch, Endowed - N.	45 0 0		
Kingsland - N.	75 0 0		
Kingston and Thruxton - N. 3	90 0 0	34	14 2 4
Kington - N. 5	*150 0 0	175	88 3 4
Kinnersley - Ch.	88 0 0		
Ledbury, Girls' and Infants - N. 4	117 10 0	121	60 6 8
Ledbury, Boys' - Ch.	300 7 6		
Leintwardine, Endowed, Free 4	313 4 4	95	8 13 0
		130	64 14 6
Leominster - B. 1	- - -	243	112 13 0
Leominster - N. 3	906 0 0	16	5 6 8
Llangarren - Ch. 4	147 0 6	34	14 15 10
Llanwarne - Ch.	183 0 0		
Lugwardine Ch. 2	- - -	71	33 13 8
Lyonshall - P. 5	235 0 0	58	36 14 3
Madley - N. 3	202 5 0	62	47 19 10
Mahollem - 5	- - -	34	23 19 1
Mansel-Lacey N. 5	172 5 0	42	24 17 3
Monkland - N.	108 0 0		
Mordiford - Ch. 3	- - -	39	21 11 7
Much Dewchurch - N.			
Much Marcle N. 5	237 0 0	64	33 4 2
Orcop - - N. 4	288 0 0	34	2 19 4
		42	17 16 3
Orleton - N. 2	312 0 0	6	0 17 6

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	HEREFORD—*cont.*	£ s. d.		£ s. d.
603	Pembridge - N. 5	373 13 0	83	37 12 6
349	Preston and Blakemere N. 7	132 0 0	24	10 4 1
347	Ross and Archenfield, (Royal Victoria) - B. 1	*200 0 0	116	47 0 6
	„ - „	368 10 0		
351	Stoke Prior - N.	50 5 0		
348	Stretton Sugwas - - N. 2	230 18 0	47	24 0 4
348	Tupsley - N.	226 17 6		
347	Upton, Bishop N. 2	- - -	35	14 1 3
			7	1 7 6
349	Weobley - N. 5	269 0 0	64	18 19 11
347	Weonard's St. - - N.	82 0 0		
350	Whitbourne Ch.	164 0 0		
577	Whitchurch N. 5	318 0 0	73	37 0 10
602	Whitney - N.	42 0 0		
352	Wigmore - N. 4	185 0 0	36	15 14 7
348	Wormbridge N. 2	- - -	35	12 12 0
346	Yarkhill - N.	132 10 0		
	HERTFORDSHIRE.			
145	Abbots-Langley N. 2	468 18 0	102	30 1 8
144	Alban's, St. - N.	*50 0 0		
	„ - „	79 0 0		
144	Alban's, St. - B. 2	- - -	41	28 17 1
144	Alban's, St., Ch. Ch. (Cross Street), Infants - - 2	- - -	63	29 16 2
144	Alban's, St., St. Michael's, Infants - N. *a*			
144	Alban's, St., St. Peter's- N. 2	- - -	73	17 11 9
144	Alban's, St., St. Peter's- Ch. 2	168 0 0	137	70 19 8
			72	27 9 0
139	Albury - Ch. 3	- - -	58	31 10 6
147	Aldbury - Ch. 7	- - -	34	24 19 0
138	Amwell, Great N. 7	24 13 4		
140	Anstey - N.	111 4 0		
140	Ardeley - N. 4	*40 0 0	47	9 15 10
	„ - „	234 0 0		
140	Ashwell New N. *a*			
140	Aspeden, Endowed - N. 6	61 15 11	52	22 12 4
141	Baldock - N.	*200 0 0		
141	Baldock - B. 3	*60 0 0	68	44 0 6
	„ - „	46 0 0		
136	Barham Wood - B.			
140	Barley - - N. 4	- - -	98	47 10 2
136	Barnet, Chipping - - N.	60 0 0		
142	Bayford - N. 6	110 0 0	55	26 18 4
146	Beechwood - N.			
142	Bengeo - - N. 7	496 14 0	110	57 9 4
142	Bennington N.	45 0 0		

a Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	HERTFORD—*cont.*	£ s. d.		£ s. d.
147	Berkhampstead, Great, and North Church - N. 2	*100 0 0	78	31 11 5
	" " - "	140 0 0		
147	Berkhampstead, Great B.	*130 0 0		
139	Bishop's Stortford - - N. 3	- - -	77	26 15 0
139	Bishop's Stortford - - B. 3	317 13 9	154	87 6 4
			14	3 6 8
139	Bishop's Stortford, New Town - N.			
139	Bishop's Stortford (Rochester Diocesan), Model - 3	433 0 0	128	61 13 2
146	Bovingdon - Ch. 1	- - -	88	45 16 4
146	Boxmoor - Ch. 2	88 2 9	125	59 18 2
				a 20 0 0
142	Bramfield - N. 3	- - -	42	22 3 4
141	Breechwood Green - N. 3	195 0 0	44	20 12 4
139	Brent-Pelham N.	50 0 0		
138	Broxbourne Bury - Ch.			
138	Broxbourne, Free - - N. 3	- - -	34	5 16 8
140	Buckland - N.	90 0 0		
140	Buntingford N. 7	120 8 4		*b*
142	Burnham Green N.	50 0 0		
145	Bushey - B. 2	172 14 0	135	66 11 8
137	Cheshunt - B. 3	264 0 0	80	39 14 8
137	Cheshunt, Dewhurst's Charity - N.			
137	Cheshunt (Vicarage), Girls 3	- - -	51	20 17 4
137	Cheshunt (Vicarage), Infants - N. 3	- - -	59	24 18 4
146	Chipperfield N. 1	50 10 0	51	23 6 8
141	Clothall - Ch. 3	163 0 0	36	19 14 10
141	Codicote - N. 10	920 0 0	159	105 13 8
			20	7 8 4
136	Colney, St. Peter's - N. 10	- - -	84	35 18 2
144	Colney Street (Frogmore) Ch. 1	- - -	38	16 7 6
143	‡Cromer Hyde N.			
142	Datchworth N. 10	- - -	59	24 3 10
146	Flamstead, Mixed - Ch. 4	- - -	52	28 11 3
146	Flaunden, Mixed - Ch. 10	- - -	33	14 2 5
146	Frogmoor End Ch. 2	539 14 0	136	70 5 0
139	Furneaux-Pelham - N. 3	75 0 0	60	29 0 4
146	Gaddesdon, Great - N.	181 16 0		
139	Hadham, Little - N. 4	- - -	79	36 9 8

a Retiring pension.
c Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	HERTFORD—*cont.*	£ s. d.		£ s. d.
139	Hadham, Little - B.	*40 0 0		
144	Harpenden - N. 4	- - -	91	46 13 6
144	Harpenden, Boys and Girls - - B. 3	116 1 6	117	70 14 8
144	Harpenden, Infants - B. 3	- - -	61	23 11 9
143	Hatfield	- - -	241	108 6 6
	(Bishop's) N. 10		42	10 5 0
146	HemelHempstead, Boys Ch. 2	843 10 0	63	21 16 -
146	HemelHempstead, Girls N.			
146	HemelHempstead, Inf. - Ch. 2	- - -	74	38 0
146	HemelHempstead - B. 2	*150 0 0	77	40 4 1
142	Hertford, Abel Smith's Memorial - N. 7	512 0 0	83	32 1
142	Hertford, All Saints', Girls, Industrial - N.	40 0 0		
142	Hertford, All Saints', Infants - - N. 6	85 3 0	94	34 11 1
142	Hertford - B. 3	250 6 3	118	57 6 1
142	Hertford (Cowper's Testimonial) - Ch. 7	84 0 0	64	14 3
142	Hertford, Green Coat, Endowed - 6	- - -	46	*c*
142	Hertford Heath N. 4	*75 0 0		
	" "	41 12 0	67	24 3
142	Hertford, St. Andrew's - N. *d*			
142	Hertingfordbury - - Ch.			
138	High Cross,	- - -	40	17 16
	Boys - - N. 7		24	6 15
139	High Wych N. 4	- - -	103	47 15
141	Hitchin - B. 5	*175 0 0	142	37 18
	" - "	200 0 0	48	11 3
141	Hitchin, Girls and Infants B. 5	1,055 0 0	156	66 9
141	Hitchin, St. Andrew's - N.	300 0 0		
141	Hitchin, St. Mary's - N. 4	1,540 0 0	289	170 16
			26	9 13
139	Hockerill, Boys - - N. 4	- - -	50	36 0
138	Hoddesdon - N. 3	180 0 0	32	10 10
			15	3 5
138	Hoddesdon, Boys - - B. 3	- - -	41	24 2
138	Hoddesdon, Girls and Infants - 3	- - -	67	30 0
138	Hoddesdon, Easter Jones' Charity - Ch.	279 0 0		
140	Hormead, Great - - N.	100 0 0		

b Due, but not paid.
d School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
HERTFORD—*cont.*	£ s. d.		£ s. d.
Hunsden - Ch.			
Ickleford - N. 4	*50 0 0		
„ - „	201 0 0	79	14 5 0
Ippolyt's, St. N. 4	137 15 0	62	28 14 0
Kelshall - Ch. *a*			
Kensworth - N. 6	150 0 0	54	36 14 8
		10	2 5 0
Kimpton - P. 4	540 0 0	91	62 8 0
Kings-Langley - N. 2	*66 0 0		
„ - „	127 0 0	123	60 15 6
Leavesden - N. 2	40 0 0	51	26 4 2
Leverstock Green - N. 2	- - -	68	37 11 0
Mimms, North N. 10	- - -	110	19 10 8
		b	20 0 0
Much Hadham - N. 4	- - -	121	45 18 2
Munden, Great N.	75 0 0		
Munden, Little N. 7	- - -	58	34 15 0
Northaw - N. 10	124 0 0	83	41 4 10
Northchurch, Infants - N. *a*			
Pirton - N.	129 3 10		
Potten End N. 1			*d*
Puckeridge - Ch. 6	- - -	28	12 4 10
Redbourn, Mixed N. 2	199 0 0	81	41 1 10
Rickmansworth - N. 10	238 0 0	86	34 16 0
		22	5 0 0
Royston - N. 4	94 10 0	127	54 10 2
Royston - B. 3	75 0 0	63	22 16 9
Royston, Infants - - B. 3	- - -	67	30 14 4
Sandon - N.	*40 0 0		
„ - „	86 5 0		
Sarratt - N. 10	171 0 0	57	23 2 0
Sawbridgeworth N. 3	- - -	113	46 18 6
		140	57 17 8
Shenley - N. 10	352 0 0	30	9 15 0
Shephall - Ch. 4	- - -	33	14 1 3
Standon, Endowed - Ch. 7	- - -	26	2 17 5
		17	4 8 5
Stanstead Abbot's - Ch.			
Stephen's, St., and Frogmore - N. 2	- - -	60	28 10 8
Stevenage - N.	*92 0 0		
„ - „	87 0 0		
Stevenage, Infants - N. 3	- - -	73	38 7 0
Therfield - N. 3	128 0 0	70	31 7 3
		42	15 17 4
Totteridge - N. 10	- - -	14	3 15 0
Tring - - N. 1	182 0 0	95	39 5 0
Wadesmill, Infants - N. 6	- - -	48	19 7 6
Walden, St. Paul's - Ch.			
Walkern - N. 4	13 0 0	79	37 18 2
Waltham Cross P. 2	- - -	99	33 13 4

a Removed from inspection.
c School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	HERTFORD—*cont.*	£ s. d.		£ s. d.
138	Ware - - N. 7	490 0 0	141	6 8 7
138	Ware - - B. 7	*75 0 0	73	37 7 8
			300	144 3 6
138	Ware, Ch. Ch. N. 6	- - -	61	14 14 2
145	Watford - N. 2	*60 0 0	132	44 19 4
	„ - „	130 0 0	38	7 16 8
145	Watford Heath Ch. *c*	82 0 0		
145	Watford, Infants - 2	- - -	68	29 19 6
142	Watton - N. 3	- - -	115	54 3 2
143	Welwyn - N. 4	957 0 0	133	58 13 0
140	Westmill - N.			
141	Weston - N. 5	- - -	79	34 16 8
144	Wheathampstead - - N. 10	282 11 3	150	85 19 2
141	Willian - N.	65 0 0		
147	Wilstone Village - - Ch. 5	100 0 0	41	11 12 2
143	Woodhill - N. 10	350 0 0	69	43 1 2
138	Wormley - N. 2	- - -	71	32 17 2
141	Wymondley, Great - N. 4	60 0 0	35	20 18 6
	HUNTINGDON.			
178	Abbotsley - N. 3	42 0 0	67	39 1 10
176	Alconbury - N.	75 0 0		
175	Alwalton, Earl Fitzwilliam's *a*			
177	Bluntisham N.	47 0 0		
176	Brampton - Ch.			
177	Broughton - N.	60 0 0		
177	Bury - - N. 4	- - -	26	3 18 1
173	Bythorn - N. 1	204 0 0	31	8 14 6
178	Catworth, Great N.	42 0 0		
175	Chesterton-with-Haddon N. 5	- - -	25	3 17 8
177	Earith - - B. 3	100 0 0	125	31 12 0
			79	27 9 0
178	Eynesbury - N. 3	- - -	16	4 3 4
175	Farcet - - N. 5	136 4 6	64	27 11 11
177	Fen Stanton Ch. 3	144 0 0	87	39 16 10
175	Fletton, New B.	364 10 0		
176	Godmanchester (Girls and Infants) - N. 6	414 5 0	76	30 9 8
176	Godmanchester - - B. 7	- - -	97	47 14 2
185	Gransden, Great - N. 1	- - -	72	32 16 2
176	Hamerton - Ch.			
177	Hemingford Green - N. 3	- - -	80	46 5 5
177	Hemingford Grey - - N.			
175	Holme - - Ch.			
176	Huntingdon, Boys - - N. 3	32 0 0	91	46 14 0
176	Huntingdon, St. Germain St. - N. 6	- - -	44	19 5 6

b Retiring pension.
d Grant not claimed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	HUNTINGDON—*cont.*	£ s. d.		£ s. d.
176	Huntingdon St. Mary's (Girls and Infants) - N. 6	83 0 0	125	64 0 6
176	Huntingdon, Walden's, Charity - N. 6	- - -	46	*a*
177	Ives, St. - N. 5	394 0 0	157	73 0 2
			13	5 4 2
177	Ives, St. - B. 3	- - -	162	84 6 2
			14	5 0 0
178	Kimbolton - N. 7	- - -	62	25 6 8
			43	12 12 6
178	Neots, St. - B. *b*			
178	Neots, St., (Boys) Free Charity - N. 6	250 12 0	282	143 2 2
178	Neots, St., (Girls and Infants) Free Charity N. 6	166 4 4	31	9 4 2
178	Neots, St. - W. 3	684 0 0	124	76 12 2
178	Offord Cluney N.	89 10 0		
175	Orton Longueville - - Ch. 5	172 16 0	35	27 16 5
175	Orton Waterville - - N.	63 0 0		
178	Paxton, Great - N. 10	- - -	55	31 4 6
176	Ramsey, Boys - Ch. 4	- - -	36	14 0 0
			23	7 5 10
176	Ramsey, St. Mary's - Ch. 4	- - -	71	33 5 4
			9	2 7 6
176	Ramsey - W. 4	- - -	53	26 7 0
176	Raveley, Great St. Andrews N. 4	- - -	42	15 1 8
176	Ripton, King's N.	40 0 0		
176	Sawtrey - N.	92 0 0		
176	Sawtrey - W.			
176	Spaldwick - N.	60 0 0		
175	Stanground - N. 2	65 0 0	68	27 8 4
176	Steeple Gidding - - N.			
175	Stilton - N. 4	145 0 0	50	22 2 4
			17	6 5 10
176	Stukeley, Great N.	45 0 0		
174	Thurning - N.	26 10 0		
176	Upwood - N. 4	- - -	50	25 8 2
177	Warboys - N. 3	- - -	207	109 2 10
177	Warboys, Female - N. 3	- - -	30	13 8 1
173	Weston, Old N. 1	50 0 0	30	7 7 9
			10	0 12 6
177	Wistow - N.	50 0 0		
177	Woodhurst - N. 10	102 0 0	15	8 8 4
			16	5 8 4
177	Woodhurst - B. 4	- - -	63	29 15 2
176	Wood Walton Ch.	126 0 0		
175	Yaxley, Endowed - Ch.	128 0 0		
185	Yelling - Ch. 10	135 2 6	38	2 9 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount
	KENT.	£ s. d.		£ s. d
64	Adisham - N. 5	88 17 6	39	18 13 6
63	Aldington - P. 3	- - -	71	28 2 6
72	Alkham - N. 7	- - -	44	22 15 4
61	Appledore and Ebony - N. 11	146 19 0	75	27 4 2
62	Ashford - N. 4	626 7 0	306	156 14 2
62	Ashford - B. 7	586 0 0	313	158 11 4
62	Ashford New Town (S.E. Rlwy.Co.'s) N. 6	- - -	376	224 12 10
57	Ashurst - N. 6	- - -	26	13 15
55	Aylesford - N. 2	- - -	98	53 10
55	Aylesford, Educational Society's - N. *c*	5 18 8		
55	Aylesford, Preston Hall, Infant - Ch. 2	- - -	49	19 3
68	Bapchild and Tonge - N. 1	137 12 6	88	26 15
64	Barham - N. 5	486 0 0	119	54 15 10
58	Barming - N. 3	315 0 0	76	33 6
			17	4 4
57	Basinghall, Infants - N. 6	- - -	206	94 16
58	Bearstead, United - N. 3	125 0 0	94	41 5
49	Beckenham N. 11	400 0 0	242	139 3
60	Benenden, Mixed - N. 4	303 0 0	78	40 8
62	Bethersden - N. 4	182 1 4	56	28 13
			11	3 14
50	Bexley - - N. 11	*160 0 0	80	34 19
	„ - - „	70 0 0	*d*70	32 6
50	Bexley Heath N. 6	- - -	186	128 17
57	Bidborough N.	178 0 0		
61	Biddenden - N. 4	162 0 0	80	31 3
70	Birchington N.	129 5 0		
64	Bishopsbourne District - Ch. 5	- - -	45	29 4
36	Blackheath, All Saints' (Girls and Infants) - N. 11	- - -	71	33 17
			d 67	31 15
36	Blackheath Park - - N. 11	- - -	43	53 0
36	Blackheath Park, Charity, Girls - 11	- - -	69	30 15
35	Blackheath, St. John's Ch. 11	- - -	*d* 66	36 10
			75	29 15
68	Borden - N. 4	200 10 0	118	45 10
67	Boughton-under-Blean - N. 1	250 0 0	53	15 3
59	Boughton Malherbe - N.	100 0 0		
58	Boughton Monchelsea, Mixed - N. 3	114 0 0	74	36 17
			11	3 2
59	Boxley - N. 3	121 0 0	59	22 18
63	Brabourne - N. 4	102 0 0	63	8 19
56	Brasted - N. 12	370 0 0	89	49 16 1
			14	4 16
57	Brenchley - N. 3	236 10 0	167	93 3

a Refused under Article 52 *d*.
b School closed.
c Now amalgamated with Aylesford N. S.
d For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
KENT—*cont.*	£ s. d.		£ s. d.
Brenzett District - - N. 11	100 0 0	70	34 16 7
Brightridge, Infant - 6	- - -	70	32 16 8
Broadstairs N. 4	*145 0 0	58	27 16 4
Bromley - N. 11	1,100 0 0	*a*	
Bromley Common - N. 11	202 0 0	39	17 13 4
Brompton - N. 5	446 5 0	171	93 19 1
Brompton, New - Ch. 5	- - -	313	173 11 9
Brompton, St. Michael's R. 5	- - -	54	28 9 2
Buckland (Dover) (1) N. *b*	81 0 0		
Buckland (Dover) (2) N. 7	705 0 0	200	113 8 8
Burrage Town (Plumstead) B. 1	- - -	166	74 3 4
Canterbury - B.	293 10 0		
Canterbury, Broad St., Model - N. 7	720 0 0	176	61 9 0
Canterbury St. Dunstan's N. 7	347 0 0	181	87 16 1
Canterbury, St. George the Martyr and St. Mary Magdalene N. 7	165 0 0	72	35 2 11
Canterbury, St. Mildred's N. 7	400 0 0	228	100 5 5
		28	6 1 8
Canterbury, St. Martin's and St. Paul's N. 7	80 0 0	128	72 9 6
Challock - N. 5	81 0 0	39	22 17 2
Charing - N. 4	- - -	36	19 9 4
		10	2 6 8
Charlton by Dover - N. 7	25 6 6	63	40 19 4
Charlton, St. Luke's (nr. Woolwich) N. 9	609 8 0	292	142 2 8
Chart, Great N. 4	72 0 0	53	23 12 0
Chart Sutton N. 3	- - -	46	19 17 10
Chatham - P. 5	740 0 0	144	78 1 3
Chatham, James Street - N. *c*			
Chatham, St. Aloysius' - R. 5	- - -	75	42 5 10
Chatham, St. John's - N. 5	455 0 0	365	197 16 5
Chatham, St. John's, Infant - - N.	249 0 0	20	4 2 6
Chatham, St. Paul's - N. 5	733 0 0	196	109 9 7
		11	3 16 8
Chelsfield - Ch. 2	186 17 6	*d* 74	56 5 10
		12	8 16 8
Cheriton and Newington N. 7	165 0 0	75	15 12 6
Chevening - N. 12	- - -	*b*	
Chiddingstone - - N. 3	98 0 0	64	33 5 8

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
63	Chilham - N. 4	236 0 0	74	39 11 11
49	Chiselhurst - N. 11		*b*	
66	Chislet - N.	220 12 6		
52	Cliffe - - N. 2	200 0 0	84	46 3 6
60	Cranbrook - N. 3	416 0 0	164	86 10 6
			10	2 15 0
60	Cranbrook, Milkhouse Street (Holy Trinity District), Sunday and Infant - - N.	96 0 0		
49	Cray (Paul's) N.	*30 0 0		
49	Cray, St. Mary - - R. 4	- - -	35	13 18 1
50	Crayford - N. 11	285 0 0	228	103 4 10
			*c*259	119 16 6
50	Crayford - R. 4	- - -	46	24 15 8
50	Crockenhill N. 2	229 10 0	65	37 10 9
56	Crockham - Ch. 7	- - -	63	43 6 0
			10	3 6 8
49	Cudham - N. 11	101 5 0	*b*	
52	Cuxton - N.	130 6 8		
50	Dartford - N. 11	- - -	*b*	
50	Dartford, Infants - 11	- - -	151	76 18 0
50	Dartford, Boys - W. 4	- - -	100	57 4 0
50	Dartford, Waterside - W. 4	- - -	80	45 19 6
71	Deal - - P. 5	422 16 8	219	87 17 9
			34	8 13 4
71	Deal, Infant - - N. *d*			
71	Deal, St. George's District - N. 5	- - -	138	55 9 0
71	Deal - - W. 4	673 4 0	148	71 5 0
35	Deptford, Mary Ann's Buildings - W. 3	- - -	117	52 13 4
35	Deptford, New Street B.	110 0 0		
35	Deptford - R.			
35	Deptford, St. John's - N. 12	1,599 14 0	—	*e*7 10 0
35	Deptford, St. Nicholas' - N.	*50 0 0		
		20 0 0		
35	Deptford, St. Paul's - N. 12	683 19 6	—	*e*
59	Detling - N. 3	163 4 0	30	6 17 6
55	Ditton - Ch.			
72	Dover - - B. 7	*437 0 0		
	„ - - „	54 15 0	204	129 4 0
72	Dover, East Cliff - - N.			
72	Dover, Home for Young Women.			
72	Dover, Holy Trinity District - N. 7	190 15 5	195	78 18 4
72	Dover - R. 5	- - -	34	23 7 0
72	Dover, St. James' - N. 7	- - -	223	95 4 6

a Due, but not paid. *b* School sold. *c* School no longer exists. *d* For two years.
e Amalgamated with Deal, St. George's District, N. *f* School closed.
g Due, but not paid; 7*l.* 10*s.* paid under Art. 90[1] (1).

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
49	Downe - N.			
67	Dunkirk - N. 1	116 13 4	93	37 18 8
74	Dymchurch N. 11	226 11 3	66	40 14 4
			15	4 7 6
69	Eastchurch District - N. 2	- - -	64	16 9 8
			122	48 13 10
71	Eastry - N. 5	333 0 0	7	2 5 10
56	Edenbridge - N. 12	200 0 0	95	53 3 6
56	Edenbridge - B. 7	- - -	88	43 13 10
62	Egerton, St. James' - N. 4	134 12 0	82	43 18 8
			25	9 19 2
73	Elham - N. 5	60 0 0	85	42 7 0
73	Elham - B. *a*			
73	Elham - W. 7	- - -	90	60 11 4
36	Eltham - N. 10	176 15 0		*b*7 10 0
50	Erith - N. 2	144 0 0	70	22 0 5
50	Eynsford - N. 2	*70 0 0	67	35 2 6
			11	2 19 2
50	Eynsford - B. 4	- - -	42	19 10 8
58	Farleigh, East N. 3	*34 0 0	113	58 0 0
	" " "	265 0 0		
58	Farleigh, West - N. 3	- - -	34	15 8 8
			14	4 16 8
67	Faversham District - N. 4	- - -	777	370 18 9
			27	7 19 2
67	Faversham - B. 7	- - -	153	90 8 6
50	Fawkham, Hartley, and Longfield - N.	35 0 0		
73	Folkestone - B. 7	261 12 8	248	106 6 9
73	Folkestone, Ch. Ch. - N. 7	94 0 0	178	63 1 4
73	Folkestone, St. Mary and St. Eanswith - N. 7	561 7 6	279	118 14 8
56	Fordcombe Ch. 3	- - -	37	17 6 4
36	Forest Hill, Ch. Ch. - N. 11	916 0 0	178	67 2 1
60	Frittenden - N. 3	65 0 0	72	46 2 4
70	Garlinge, St. James' - N. 4	169 0 0	58	33 13 0
			25	9 12 6
54	Gillingham - N. 1	- - -	57	24 2 0
56	Godden Green District - N. 12			
63	Godmersham N. 4	- - -	43	23 3 6
71	Goodnestone N. 6	- - -	54	27 8 0
53	Graine (Isle of), St. James' - N. 2	- - -	43	16 19 0
51	Gravesend and Milton N. 2	*490 0 0	142	66 16 0
	" - "	100 0 0		
51	Gravesend and Milton, Infants - N. 2	- - -	81	37 10 5
51	Gravesend, Princes St. Chapel - B. 4	- - -	210	140 3 0
51	Gravesend and Milton, Peacock Street - B. 4	- - -	133	69 10 6
51	Gravesend, St. George's and St. James' Infant - N. 2	200 0 0	100	39 18 5
50	Greenhithe, Galley Hill B. 4	- - -	177	85 7 10
49	Green Street Green - Ch. 2	42 10 0	50	29 6 7
			13	4 17 6
35	Greenwich - N.	*83 0 0		
35	Greenwich, Central or West, Infants 10	- - -	100	35 9 4
35	Greenwich and Deptford Female Home.			
35	Greenwich, East Branch N. 10	200 0 0	131	*c*
35	Greenwich, Roan's Charity (East Branch), Grey Coat.			
35	Greenwich, Roan's Charity (West Branch), Grey Coat - 10	- - -	176	*c*
35	Greenwich, George St. W. 1	- - -	96	39 17 10
35	Greenwich - U.			
35	Greenwich Reformatory.			
35	Greenwich, St. Ann's Croom's Hill Industrial - B.			
35	Greenwich, St. Peter's N. 10	- - -	356	135 6 5
35	Greenwich, Holy Trinity, Maidenstone Hill - - N. 10	693 0 0	340	150 11 5
57	Groombridge N. 5	221 10 0	47	25 14 0
57	Hadlow - N. 3	437 0 0	164	62 18 11
63	Hamstreet - B. 7	- - -	55	28 14 2
			15	5 2 6
64	Harbledown N.	111 10 0		
64	Hardres, Lower N.	38 0 0		
59	Harrietsham Ch.	90 0 0		
60	Hawkhurst - N. 1	82 19 0	135	72 0 0
			67	30 18 9
49	Hayes - - N. 11	- - -	*d*69	32 16 4
			7	2 2 6
59	‡Headcorn - N.			
66	Herne - - N. 4	260 15 0	85	33 13 7
			23	6 4 2
66	Herne Bay - Ch. 4	- - -	144	62 7 3
			12	3 1 8
52	Higham - N. 2	174 0 0	83	40 1 0
57	Hildenborough N. 12	126 0 0		*e*
53	Hoo - - N.	*75 0 0		
50	Horton Kirby N.	170 0 0		
72	Hougham Ch. Ch. - - N. 7	300 0 0	152	79 19 8

a Merged into Elham Wesleyan School.
b Due, but not paid; 7*l*. 10*s*. paid under Art. 90[1] (1).
c Refused under Article 52 *d*.
d For two years.
e Due, but not paid.

No. in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
73	Hythe - - N. 7	400 0 0	253	106 7 8
54	Ickham - Ch. 4	- - -	61	26 0 0
56	Ide Hill - Ch. 12	- - -	63	30 17 8
			10	3 5 0
55	Ightham - N. 3	- - -	62	22 3 6
49	Keston - N. 4	212 8 0	50	23 3 1
			2	0 5 0
72	Kingsdown - P. 7	17 18 11	59	26 2 8
52	Kingsnorth - N. 4	102 2 6	41	26 14 5
49	Knockholt - N.	362 0 0		
80	Lamberhurst N.	*59 0 0		
55	Larkfield - N. 3	197 0 0	129	75 3 10
70	Lawrence, St., (Ramsgate) N. 4	58 0 0	86	42 15 8
70	Lawrence, St., Trinity - Ch. 4	446 0 0	123	61 16 6
56	Lee - - N. 11	- - -	*a*	
56	Lee Boys - B. 1	- - -	56	35 17 4
56	Lee Chapel, Girls - - B. 1	- - -	45	15 14 5
49	Leeds - - N.			
49	Lenham - N. 3	105 0 0	69	26 13 6
56	Lewisham, Avenue Road - W. 3	- - -	37	21 17 8
56	Lewisham Bridge - B. 1	- - -	150	69 2 8
55	Lewisham Road - B. 3	- - -	118	54 13 2
56	Lewisham, St. Mary's - N. 10	700 0 0	223	100 5 8
58	Loose - - N. 3	96 0 0	114	68 0 0
54	Luton (near Chatham) - N. 1	260 0 0	143	70 14 0
			14	7 3 4
54	Lydd - - N. 11	200 0 0	92	62 19 9
53	Lyminge, Endowed - N. 5	136 0 0	36	22 3 6
58	Maidstone, All Saints' - N. 6	684 2 6	358	180 9 6
			22	7 16 8
58	Maidstone Heath - N. 6	177 15 0	46	19 7 8
58	Maidstone - U.			
58	Maidstone, St. Faith's N. 6	- - -	108	29 6 6
			41	13 10 10
58	Maidstone, St. Mary's - R. 5	- - -	37	24 9 0
58	Maidstone, St. Paul's - N. 6	741 14 6	318	165 4 6
			12	4 0 0
58	Maidstone, St. Peter's - N. 6	428 12 6	202	86 16 4
			33	14 12 6
58	Maidstone, St. Philip's N. 6	339 5 0	120	59 8 0
58	Maidstone, Trinity (Model) N. 6	480 0 0	223	111 15 2
55	Malling, East N.	187 10 0	109	48 0 8
55	Malling, West, Endowed, Boys and Girls - N. 3	272 6 8	139	48 11 8
			20	4 18 4
53	Marden - N. 2	553 0 0	95	24 18 6
			12	2 6 8
2	Margaret, St. (at Cliffe) - N.	40 0 0		
4	Margaret, St. (near Rochester) - N. 5	537 7 6	218	130 12 10
5	Margate - B. 4	596 0 0	171	80 5 6

a Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
70	Margate, St. John's - N. 4	475 0 0	255	112 0 10
			34	12 15 0
70	Margate, Holy Trinity - N. 4	275 0 0	233	105 16 0
52	Meopham - N. 2	169 0 0	69	30 0 4
			7	1 17 6
51	Milton, Ch. Ch. - - N. 2	- - -	142	53 19 2
68	Milton (nr. Sittingbourne) N. 1	300 0 0	38	0 17 6
70	Minster - N. 4	395 0 0	118	43 18 4
70	Monkton - N.			
68	Murston - N. 1	- - -	45	4 17 5
58	Nettlestead - N. 3	156 10 0	68	34 5 8
74	Newchurch - N.	40 0 0		
68	Newington - N. 1	105 0 0	77	19 19 0
70	Nicholas, St. at-Wade - N.	100 16 5		
71	Northbourne, St. Augustine's - N. 5	145 10 0	98	39 14 9
52	Northfleet - N. 2	*115 0 0	135	46 9 11
	„ - „	25 0 0		
67	Ospringe, Mixed - N. 1	- - -	84	13 8 0
57	Paddock Wood N. 3	147 4 0	82	45 3 8
64	Patrixbourne and Bridge N.	120 0 0		
55	Peckham, East - - N. 3	391 15 0	121	55 15 6
55	Peckham, East, Infant and Juvenile - 3	- - -	49	21 16 2
55	Peckham, West and Oxen Hoth- P. 3	- - -	46	20 8 2
57	Pembury - B. 7	- - -	48	26 8 6
56	Penshurst - N. 3	- - -	104	52 13 2
64	Petham - N.	70 0 0		
49	Plaistow, St. Mary's - Ch. 11	- - -	70	29 1 10
55	Platt, St. Mary N. 3	169 0 0	105	34 16 0
55	Plaxtol - N. 3	171 0 0	111	46 11 10
			12	3 6 8
62	Pluckley - N. 4	102 7 3	70	46 0 6
36	Plumstead, Burrage Rd., Infants - 10	150 0 0	143	68 9 9
36	Plumstead, Central - Ch. 10	1,985 0 0	529	232 17 4
36	Plumstead, Central, East Plumstead Branch - Ch.			
36	Plumstead, East, Endowed - N. *b*			
36	Plumstead Slade - - Ch.	184 10 0		
36	‡Plumstead, West, St. James' - N.			
71	Preston - N.	*25 0 0		
69	Queenboro' - N.	152 0 0		
68	Rainham - N. 1	217 0 0	177	44 7 5

b Merged into Plumstead Central N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
70	Ramsgate, Ch. Ch. - N. 4	506 0 0	226	105 19 6
70	Ramsgate, Newcastle Hill, Infants.			
70	Ramsgate, St. Augustine's R. 5	- - -	39	17 10 2
70	Ramsgate, St. George's - N. 4	188 15 0	309	163 9 4
54	Rochester, St. Nicholas' - N. 5	680 0 0	236	139 0 1
54	Rochester, St. Peter's, Boys, Girls, and Infants - - N. 5	- - -	213	132 15 1
54	Rochester, St. Peter's, 2nd Infant - N. 5	- - -	68	39 19 7
61	Rolvenden - N. 4	*100 0 0	49	22 18 8
74	Romney, New N. 11	126 10 0	129	106 18 8
52	Rosherville, St. Mark's - N. 2	- - -	117	54 1 0
			10	2 3 4
			171	96 7 10
57	Rusthall - N. 6	- - -	32	10 18 4
73	Saltwood - N. 7	88 5 6	87	43 16 6
73	Sandgate - N. 7	275 0 0	146	71 13 8
60	Sandhurst - Ch. 1	- - -	87	50 19 6
56	Seal - - N. 12	166 5 0	56	22 10 0
73	Sellindge - N. 3	- - -	71	29 14 9
56	Sevenoaks, St. John's - N. 12	- - -		*a*
62	Shadoxhurst N.	30 0 0		
69	Sheerness - B.	*275 0 0		
69	Sheerness, Trinity - N. 5	*250 0 0	364	139 18 3
	"	66 9 9		
67	Sheldwich, The Leys, United N. 4	- - -	93	37 13 10
55	Shipbourne - N. 3	210 0 0	40	14 8 5
36	Shooter's Hill N. 10	200 0 0	44	18 5 10
56	Shoreham - P. 12	- - -		*a*
60	Sissinghurst, Infants and N.			
60	Sissinghurst (Lady de Spaen's) - N.			
60	Sissinghurst (Mrs. H. Cleaver's) N. 3	- - -	42	19 12 0
68	Sittingbourne N. 1	230 0 0	171	56 13 8
62	Smarden, Dadson's, Free -	320 0 0		
55	Snodland - N. 2	277 8 9	132	48 5 11
57	Southborough N. 6	320 0 0	165	81 4 2
50	‡Southfleet, Endowed - N.			
57	Speldhurst - N. 3	462 0 0	119	73 0 6
			9	3 15 10
73	Standford - N.	25 0 0		
71	Staple - - N. 5	84 0 0	38	18 2 5
66	Stephen's, St. (near Canterbury) - N. 6	120 0 0	93	32 12 0
59	Stockbury - N.	50 10 0		
53	Stoke, St. George - R. 5	- - -	18	9 7 3
73	Stowting - N.	55 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grant (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount
	KENT—*cont.*	£ s. d.		£ s. d.
52	Strood - - N. 5	252 0 0	243	145 18
66	Sturry - - N.	60 0 0		
56	Sundridge - N. 12	175 8 9	52	18 16
			10	1 5
50	Sutton-at-Hone - - N. 2	364 0 0	48	28 14 1
59	Sutton Valence, United N. 3	42 0 0	85	41 17
			10	1 5
59	Sutton Valence - - B. 4	- - -	49	36 15
50	Swanley, St. Paul's (Sutton-at-Hone) N. 2	- - -	67	32 7
50	Swanscombe and Stone - N.	70 0 0		
73	Swingfield Minnis - N.	150 0 0		
36	Sydenham - N. 10	*35 0 0	*b* 210	80 16
			220	82 15 1
36	Sydenham, Lower, Bell Green, Inft. - 10	- - -	*b* 56	14 18 1
			57	24 17
36	Sydenham - W. 1	- - -	48	21 8
61	Tenterden - N. 4	443 0 0	159	73 14
			19	5 2
61	Tenterden - B. 7	- - -	127	67 18
61	Tenterden, St. Michael's - Ch. 4	178 10 0	62	33 11
58	Teston - - N. 3	- - -	62	36 0
70	Thanet, St. Peter's - N. 4	155 0 0	86	30 16
71	Tilmanstone Ch. 6	- - -	35	14 2
58	Tovil, St. Stephen's - N. 3	153 0 0	40	13 17
55	Trottersciffe N.	104 0 0		
57	Tunbridge, St. Stephen's - N. 6	583 0 0	193	96 9
			45	12 2
57	Tunbridge, St. Stephen's, Infant - N. 6	- - -	88	37 19
57	Tunbridge Wells, Free Chapel - 6	40 0 0	129	74 17
57	Tunbridge Wells, Girls and Infants - - N. 6	- - -	86	44 17
57	Tunbridge Wells, Grosvenor United - 7	- - -	86	54 12
57	Tunbridge Wells, Royal Victoria 6	- - -	134	79 14
57	Tunbridge Wells, St. Augustine's R. 5	- - -	22	3 14
57	Tunbridge Wells, St. James - N. 6	- - -	149	73 1
			29	9 9
57	Tunbridge Wells, St. John's - Ch. 6	281 8 0	155	92 7
			16	4 18
57	Tunbridge Wells, Trinity N. 6	- - -	127	75 0
57	Tunbridge Wells, Trinity, Middle N. *c*			

a Due, but not paid. *b* For two years. *c* Removed from inspection.

No. of Dist., or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
7	Tunbridge Wells, Windmill Fields Ch. 6	- - -	68	34 2 6
7	Tunbridge - W. 7	- - -	93	56 10 2
8	Upchurch - N.	54 0 0		
	Walmer and Ringwould N. 5	*106 0 0	107	38 16 1
	,, ,, - ,,	760 0 0		
	Waltham - N.			
	Wateringbury N. 3	- - -	127	74 9 9
	Weald, Sevenoaks - - P. 12	- - -	a85	37 16 0
			a52	24 8 0
	Westerham N. 12	322 0 0	116	72 6 0
			27	6 15 10
	Whitstable and Seasalter, Charity - N. 11	- - -	294	135 11 3
	Willesborough N. 4	67 0 0	78	40 10 10
	Wilmington Ch. 2	174 17 6	68	18 18 0
			12	3 5 0
	Wingham - N. 6	- - -	78	35 17 0
	Woodchurch N. 4	90 6 3	104	48 15 4
			14	4 13 4
	Woodnesborough - N. 5	95 0 0	52	20 11 1
	Woolwich - N. 9	289 0 0	*b*	11 5 0
	Woolwich, North - Ch. 7	- - -	135	34 13 1
	Woolwich, Power St. - B.	*225 0 0		
	Woolwich Pres. 1	1,400 0 0	355	184 6 2
	Woolwich, Royal Arsenal 10	- - -	131	*c*
	Woolwich, St. Peter's - R. 5	758 0 0	382	201 16 4
	Woolwich, St. Thomas' N. 9	1,436 0 0	316	141 15 8
			19	5 2 6
	Woolwich, Western District - - Ch. 9	- - -	109	42 7 2
	Worth - Ch.			
	Wrotham - N. 3	100 0 0	69	22 11 9
	Wye, Lady Joanna Thornhill's.			
	Yalding - N. 2	474 6 0	121	46 15 7
			38	10 5 0
	Yalding, St. Margaret's N. 2	144 0 0	35	*c*
	LANCASHIRE.			
	Abney, Mossley Brow - B. 10	- - -	252	139 4 2
	Accrington, Ch. Ch. - N. 3	683 0 0	136	84 2 8
			31	13 2 6
	Accrington, New Jerusalem - B. 3	- - -	325	205 10 10
			61	20 12 6
	Accrington, St. James' - N. 3	91 0 0		
	Accrington, St. James', Infants - N. 3	208 0 0	418	234 4 4
			84	24 0 0
	Accrington, St. Oswald's R. 3	- - -	144	85 1 6
			73	18 14 2
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
477	Accrington (Union Street) - W. 5	- - -	337	194 3 4
			70	28 5 0
481	Adlington - Ch. 2	354 3 11	105	38 15 10
			30	9 15 0
484	Admarsh - N.	*28 0 0		
462	Aigburth - N. 10	333 0 0	205	113 0 0
			17	5 9 2
469	Ainsworth - N. 6	*150 0 0	86	40 2 0
			17	4 19 2
486	Aldingham - Ch.			
482	Alstone Lane R. 5	- - -	60	33 16 10
464	Altcar - - N. 3	- - -	45	17 1 10
478	Altham - N. 3	- - -	42	18 18 9
			6	2 1 3
477	Antley - W. 5	- - -	162	75 18 0
			36	13 15 0
463	Appleton - R. 5	- - -	104	54 11 6
471	Ardwick, Bank Meadow - - W. 11	- - -	77	25 19 7
471	Ardwick, Chancery Lane - W. 6	- - -	434	227 10 0
471	Ardwick, Pin Mill - - B.			
471	Ardwick, St. Aloysius' - R.			
471	Ardwick, St. Thomas' - N. 12	- - -	442	206 0 0
465	Ashton in Makerfield R. 5	- - -	220	111 7 10
482	Ashton (on Ribble) - Ch. 10	- - -	66	42 3 0
465	Ashton-le-Willows, Rectory Ch. 6	110 0 0	165	74 0 10
465	Ashton, St. Thomas' (in Makerfield) N. 6	250 0 0	169	76 7 4
			13	4 19 2
474	Ashton-under-Lyne, Ch. Ch. (Charlestown) - N. 10	845 10 0	143	65 3 10
474	Ashton-under-Lyne - - P. 10	850 0 0	367	182 5 6
474	Ashton-under-Lyne, St. Ann's - R. 6	- - -	315	146 3 11
474	Ashton-under-Lyne, St. James' - N. 10	- - -	102	33 10 0
474	Ashton-under-Lyne, St. Peter's - N. 10	*300 0 0	326	174 5 4
	,, - ,, - ,,	60 0 0		
465	Aspull - - R. 4	- - -	52	28 19 6
465	Aspull - - W. 5	- - -	117	53 7 6
467	Astley - N. 2	303 0 0	187	94 18 4
468	Astley Bridge Ch. 4	984 0 0	185	90 16 10
			14	3 11 8
468	Astley Bridge (Bolton) Bapt. 11	- - -	84	38 10 8
467	Atherton - N. 2	691 6 6	219	105 16 8
			37	11 9 2
467	Atherton, Chanters - Ch. 2	- - -	50	29 13 2

a For two years. *b* Due, but not paid; 11*l.* 5*s.* paid under Art. 90[1] (1). *c* No grant claimed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
474	Audenshaw, Mixed - N. 10	550 0 0	193	124 7 2
474	Audenshaw - B. 6	- - -	161	86 1 0
464	Aughton - P. 2	- - -	54	15 16 8
477	Bacup, Ch. Ch. - - N. 3	584 14 0	62	33 11 10
477	Bacup, Mechanics' Institute 2	- - -	181	117 8 0
477	Bacup, St. John's - N.		74	29 15 1
477	Bacup, St. Mary's - R. 3	- - -	153	71 9 0
477	Bacup - W. 3	962 0 0	82	21 5 0
477	Bacup, Wesley Place - W. 6	- - -	286	187 10 6
476	Balderstone, St. Mary's (Rochdale) - N. 6	- - -	133	90 19 2
469	Bamford - Ch. 2	- - -	25	10 19 2
471	Bank Meadow B.	300 0 0	382	231 8 5
486	Bardsea - Ch.		78	29 16 8
474	Bardsley - N. 5	397 0 0	61	40 13 8
486	Barrow-in-Furness, Dalton Road - W. 9	- - -	15	6 9 2
486	Barrow-in-Furness - N. 6	- - -	125	67 19 2
486	Barrow-in-Furness, St. James' - N. 7	- - -	11	3 17 6
478	Barrowford - N.	231 15 0	203	60 10 8
470	Barton-upon-Irwell - N. 10	270 0 0	380	194 1 2
470	Barton-upon-Irwell, All Saints' - R. 11		325	113 17 4
470	Barton-upon-Irwell - W. 3	- - -	19	2 7 6
477	Baxenden - N. 3	- - -	109	50 0 4
477	Baxenden - W. 5	- - -	*a*	
467	Bedford in Leigh - N. 10	200 0 0	56	24 17 8
476	Belfield (Messrs. Benecke's) N.		88	45 18 6
469	Besses o'th' Barn - 1	- - -	38	12 0 0
464	Bickerstaffe N. 2	200 0 0	78	49 0 0
465	Billinge - N.	56 10 0	20	8 6 8
469	Birch, St. Mary's (in Middleton) N. 3	*121 0 0	71	33 1 2
465	Birchley - R. 5	775 0 0	70	39 10 4
464	Birkdale - Ch. 9	- - -	107	57 13 6
483	Bispham, Parish Church *b*	30 0 0	229	119 15 0
480	Blackburn, Chapel Street Congregational 5	- - -	20	7 10 0
			22	7 10 0
			70	39 10 4
			117	67 19 0
			20	7 10 0
			86	40 12 4
			31	8 17 6
			114	27 4 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grant (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grant (paid within Year ending 31 Dec. 1868). Amount
	LANCASHIRE—*cont.*	£ s. d.		£ s. d
480	Blackburn, Mill Hill, Independent - 4	- - -	127	52 14
480	Blackburn (NovaScotia) B.	*150 0 0	18	7 18
480	Blackburn, St. Alban's, Boys - - R. 3	- - -	160	100 0
480	Blackburn, St. Alban's, (Girls and Infants) - R. 3	- - -	56	23 15
480	Blackburn, St. Anne's, Boys - - R. 3	- - -	373	147 6 1
480	Blackburn, St. Anne's, (Girls and Infants) - R. 3	- - -	101	30 14
480	Blackburn, St. John's - N. 11	800 0 0	159	72 1
480	Blackburn, St. Luke's - N. 12	740 0 0	139	40 15 1
480	Blackburn, St. Michael's - N. 1	304 6 8	399	155 9
480	Blackburn, St. Paul's - Ch. 1	1,207 0 0	100	33 1
480	Blackburn, St. Peter's - N. 12	- - -	710	368 4
480	Blackburn, St. Peter Street - W. 5	670 0 0	*d* 738	420 17
480	Blackburn, St. Thomas N. 12	300 0 0	381	196 2
480	Blackburn, Trinity - N. 12	418 0 0	63	22 4
473	Blackley - Ch. 2	197 0 0	293	158 13
473	Blackley, Barnes Green - Ch. 2	202 0 0	31	11 2
473	Blackley, St. Andrew's - N. 2	174 0 0	325	165 6
483	Blackpool, Boys - - N. 5	- - -	276	143 9
483	Blackpool, Girls - - N.		31	9 0
483	Blackpool, St. John's, Infants - - Ch. 5	367 0 0	226	136 16
483	Blackpool - W. *c*		30	10 10
465	Blackrod - N. 2	528 0 0	511	290 2
465	Blackrod, Scot Lane End - - Ch.	118 0 0	113	46 9
468	Bolton - le-Moors - B. 4	*250 0 0	103	221 5
468	Bolton - le-Moors, Bridge Street - W. 9	311 0 0	42	13 0
468	Bolton - le-Moors, Ch. Ch. - - N. 3	561 0 0	182	41 10
468	Bolton - le-Moors (Emmanuel District) - N. 2	671 17 1	89	42 13
			69	34 14
			177	95 11
			19	6 17
			175	82 11
			196	114 19
			423	194 11
			250	114 10
			364	235 7
			26	7 6

a Due, but not paid. *b* Removed from inspection. *c* School not existing. *d* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
468	Bolton - le-Moors (Fletcher St.) - W. 4	- - -	291	165 7 4
468	Bolton - le-Moors, Girls P. 3	- - -	234	124 11 10
468	Bolton - le-Moors, Industrial Ragged.			
468	Bolton - le-Moors, St. James' - N. 2	- - -	335	154 14 6
			127	46 15 10
463	Bolton - le-Moors, St. Mark's - N. 3	1,737 0 0	363	199 11 0
			43	14 15 7
468	Bolton - le-Moors, St. Mary's - R.			
468	Bolton - le-Moors, St. Peter's and St. Paul's - R. 11	622 0 0	*a*	
468	Bolton, Trinity, Branch 3	- - -	67	13 10 2
468	Bolton - le-Moors, Holy Trinity (Trinity Street) N. 3	*240 0 0	434	226 6 4
		365 0 0	34	9 13 4
485	Bolton - le-Sands, Industrial - N.	65 16 0		
468	Bolton, Little, All Saints' - N. 3	760 0 0	387	209 15 6
			97	48 2 6
468	Bolton, Little, St. George's N. 3	530 0 0	322	168 14 8
			30	11 3 4
462	Bootle - - N. 4	*200 0 0	312	140 6 6
462	Bootle, Ch. Ch. - - N. 4	- - -	198	97 10 2
			23	2 17 6
462	Bootle, St. James - R. 3	- - -	83	26 4 6
462	Bootle, St. John's - N. 5	645 14 4	244	35 17 7
473	Bradford-cum-Beswick - Ch. 3	691 5 0	350	175 9 6
			59	22 12 6
486	Brathay District - - N. 5	- - -	30	14 14 6
481	Bretherton, Free Endowed - Ch.	126 0 0		
478	Briercliffe, St. James' - N. 3	492 0 0	114	61 16 6
478	Brierfield - N. 3	247 0 0	154	96 2 3
			28	10 19 3
481	Brindle - P. 1	- - -	49	23 3 8
472	Brindle Heath N. 10	335 8 2	304	134 7 0
481	Brindle - R. *b*			
486	Broughton-in-Furness - Ch.			
472	Broughton, Lower Duke Street - N. 3	913 0 0	118	69 14 10
472	Broughton, St. John's - N.			
482	Brownedge, St. Mary's - R. *c*			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Buckhurst - N. 6	*112 0 0	43	29 19 6
	„ - „	168 0 0		
476	Buckley Factory - - 6	- - -	76	41 3 8
476	Buersill and Lower Place, Girls and Infants - N. *d*	301 0 0		
471	Burnage - N.	337 0 0		
478	Burnley - N. 2			
478	Burnley, St. Peter's (Pick-up Croft), Infants - N. 2	*100 0 0	308	150 13 4
		299 0 0	123	41 7 6
478	Burnley, Fulledge - - W. 5	- - -	360	196 1 2
			92	33 3 4
478	Burnley, Fulledge Meadow School of Hope. *e*			
478	Burnley Lane N.	320 0 0		
478	Burnley Lane Head - - N. 3	50 0 0	102	52 10 6
			12	4 5 0
478	Burnley, St. Aloysius' - R. 3	- - -	70	35 9 4
			34	12 6 8
478	Burnley, St. Andrew's - N. 2	- - -	188	93 0 0
			38	18 6 8
478	Burnley, St. James' - N. 3	*200 0 0	251	145 19 2
	„ „ „	277 0 0	59	18 2 6
478	Burnley, St. Mary's - R. 3	- - -	254	98 5 6
			81	28 19 2
478	Burnley, St. Paul's (Lanebridge) - N. 3	508 0 0	333	176 11 5
			79	28 10 11
478	Burnley, Salem Chapel, Congregational - 5	- - -	97	18 10 0
478	Burnley - W. 9	807 0 0	526	310 3 0
464	Burscough - R. 9	- - -	40	19 14 0
469	Bury, Bank Street - B. 7	- - -	162	69 6 10
469	Bury, Central N. 7	- - -	223	65 15 8
469	Bury (Clerke Street) - W. 9	- - -	339	183 18 0
469	Bury, Industrial and Reformatory.			
469	‡Bury, Ragged.			
469	Bury, Rochdale Road, Christian - Ch. 11	- - -	61	25 6 1
469	Bury, St. John's - N. 7	370 0 0	351	166 19 4
			42	18 18 4
469	Bury, St. Mary's - R. 11	- - -	—	*a*
469	Bury, St. Paul's - N. 7	150 0 0	207	115 11 0
			27	10 12 6
469	Bury, St. Paul's (Hudcar) - Ch. 5	- - -	85	43 15 0
469	Bury (Huntley) St. Paul's Ch. 7	- - -	89	48 12 8
			15	4 10 10
469	Bury, St. Peter's - N. 7	309 12 6	120	60 1 0
			25	7 19 2

a Due, but not paid. *b* Removed from inspection. *c* School closed for a time.
d School pulled down, and children transferred to Balderstone, St. Mary's, N.S. *e* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Bury, St. Thomas - N. 7	362 13 9	163	97 17 4
			22	6 8 4
469	Bury, Holy Trinity - N. 6	513 0 0	333	155 16 0
			19	8 14 2
470	Cadishead - W. 2	- - -	61	17 8 2
485	Carnforth - Ch. 10	- - -	80	11 3 4
486	Cartmel - N. 6	554 0 0	111	18 19 11
486	Cartmel Grammar	58 4 0		
476	Castleton - B. 2	- - -	122	78 4 8
476	Castleton Moor - Ch. 6	- - -	110	61 15 10
			26	2 16 8
485	Caton - - N. 6	226 0 0	141	83 7 0
475	Chadderton, St. John's Ch. 5	- - -	429	246 1 2
			33	11 7 6
472	Charlestown B.	*115 0 0		
472	Charlestown, Pendleton Club - - 1	- - -	56	42 6 5
472	Charlestown (Pendleton), St. George's N. 9	- - -	202	103 9 0
			12	3 13 4
472	Charlestown (Pendleton), St. George's, Infants - N. 9	417 12 0	106	43 13 10
481	Charnock Richard - Ch. 2	341 0 0	58	41 9 4
			8	2 8 4
479	Chatburn - N. 4	248 0 0	81	28 9 4
			26	9 13 4
480	Cherry Tree (Blackburn) Ch. 1	- - -	72	39 2 0
			20	5 5 0
479	Chipping (Preston) - R. 4	- - -	47	29 4 6
481	Chorley Parish - N. 2	*156 0 0	188	100 16 10
	" - "	203 0 0	37	13 7 6
481	Chorley, St. George's - N. 2	188 0 0	287	137 8 4
			58	20 5 0
481	Chorley, St. Mary's - R. 4	500 0 0	406	179 12 4
481	Chorley, St. Peter's - N. 2	254 0 0	127	61 9 10
			51	17 7 6
481	Chorley - W. 3	- - -	269	114 19 0
471	Chorlton-cum-Hardy - N. 4	150 0 0	75	43 3 6
471	Chorlton-on-Medlock, Grosvenor Square Pres. 10	221 0 0	265	165 13 9
471	Chorlton-on-Medlock, St. Luke's - N. 12	583 2 0	312	147 19 2
471	Chorlton-on-Medlock, St. Matthias - N. 2	- - -	66	25 9 0
471	Chorlton-on-Medlock, St. Paul's - N. 4	- - -	156	51 4 0
471	Chorlton-on-Medlock (Manchester), St. Saviour's - N. 2	455 0 0	426	246 5 2
471	Chorlton-on-Medlock, St. Stephen's - N. 4	- - -	354	185 2 0
486	Church Coniston - Ch. 6	- - -	123	56 12 4
480	Churchkirk Ch. 4	760 13 8	140	76 12 8
			115	36 17 6
464	Churchtown B. *a*	*35 0 0		
480	Clayton - le-Moors - N. 4	761 19 10	374	199 18 0
			134	54 15 0
481	Clayton - le-Woods - N.	40 0 0		
470	Clifton - Ch. 9	- - -	195	95 18 2
479	Clitheroe - N. 4	*300 0 0	174	74 12 7
	" - "	52 3 2		
479	Clitheroe - R. 3	- - -	112	70 11 0
			38	17 11 8
479	Clitheroe, St. James', Infants and N. 4	310 0 0	178	77 2 5
			36	10 13 4
479	Clitheroe - W. 4	- - -	162	98 9 0
			33	11 19 2
480	Cockerbrook B.	*50 0 0		
485	Cockerham (Free) - P. 6	96 0 0	104	65 10 0
475	Coldhurst - Ch. 5	554 2 0	198	101 19 6
			30	9 18 4
473	Collyhurst, (Albert Memorial) - Ch. 4	715 15 0	402	185 10 10
			53	13 5 10
473	Collyhurst Oswald's - N. 1	- - -	156	73 0 4
473	Collyhurst, St. Catherine's, New Town N. 11	461 6 8	354	172 5 8
			77	20 19 2
478	Colne - - N. 2	500 0 0	339	216 10 4
478	Colne, Ch. Ch. N.	150 0 0		
478	Colne (Waterside) - - N. 3	380 0 0	215	142 14 0
486	Colton - - P.			
481	Coppull - N. 2	222 8 6	81	37 17 2
478	Cornholme - B. 2	- - -	146	82 4 2
			19	4 17 6
482	Cottam - R. 5	- - -	34	24 15 0
475	Cowhill - W. 7	- - -	253	126 4 4
476	Cowpe - - N. 11	- - -	65	31 14 4
			36	18 6 8
477	Crawshaw Booth - N. 4	- - -	100	57 2 2
			56	22 18 4
477	Crawshaw Booth - W. 3	- - -	116	34 0 5
			25	12 5 10
466	Croft, Endowed Ch.	217 0 0		
475	Crompton, East - - Ch. 5	750 0 0	157	92 11 4
			50	19 16 8
475	Crompton, High - - N. 5	377 0 0	167	111 14 4
			131	40 7 5
462	Crosby, Great N. *b*	72 0 0		
462	Crosby, Great R. 3	449 0 0	120	62 19 4
464	Crossens - N. 9	*108 0 0	66	3 16 8
			89	31 18 6
473	Crumpsall, Lower, St. Thomas - N. 3	494 10 0	146	76 0 8
480	Culvert - N. 11	- - -	123	53 16 0
464	Cunscough - R.			
486	Dalton - in-Furness - N. 7	528 7 6	531	277 10 0

a School not existing. *b* School closed. *c* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
468	Daubhill, Iron - 3	- - -	77	6 5 10
470	Davyhulme - W. 12	- - -		*a*
468	Deane (at Rumworth) N. 3	*50 0 0	150	47 10 0
	" "	90 0 0		
486	Dendron - N. "	169 12 6		
474	Denton, Ch. Ch. - - N. 10	500 0 0	222	93 6 6
			28	10 1 8
474	Denton, Methodist - F.C. 10	- - -	105	34 15 2
			18	6 0 0
474	Denton and Haughton - N. 10	500 0 0	187	97 0 2
471	Didsbury (Endowed) N. 3	100 0 0	113	63 11 0
			10	3 13 4
471	Didsbury and Barlow Moor W. 10	- - -	147	86 15 0
471	Didsbury Village, Infant - - 3	- - -	30	14 9 5
			10	3 15 0
463	Ditton, St. Mary's - R. 10	- - -	41	15 6 4
463	Ditton - - W. 10	- - -	63	19 12 2
477	Doals - - B. 1	- - -	60	39 2 10
			16	5 10 0
485	Dolphinholme N. 5	- - -	42	30 12 0
479	Downham - N.	*75 0 0		
474	Droylesden - B. 7	- - -	390	232 10 2
			133	41 19 2
474	Droylesden Castle - Undl. 7	- - -	76	12 16 0
468	Eagley Mills B. 4	- - -	199	134 14 8
480	Earcroft - N. 1	- - -	99	57 17 0
			31	12 15 10
466	Earlstown, District, Infants - - N. 6	614 0 0	158	76 10 0
470	Eccles Par. Ch. N. 9	607 14 7	296	154 4 10
			27	9 14 2
470	Eccles (Broomhouse Lane) N. 9	- - -	91	31 14 0
470	Eccles, St. Mary's - R. 11	- - -		*a*
472	Eccles, Weaste Lane - - N. 4	201 0 0	128	79 4 10
			20	6 10 0
484	Eccleston, Great, Clarendon Ch. 5	- - -	64	36 3 0
484	Eccleston, Great - R. 5	- - -	44	18 6 2
463	Eccleston, St. Thomas' - N. 1	746 13 6	519	244 10 8
			70	20 11 8
477	Edenfield - N. 3	629 0 0	156	100 18 8
			28	9 5 0
468	Edgeworth - N. *b*	*45 0 0		
468	Edgworth - W. 5	- - -	127	72 7 10
			15	3 17 6
468	Egerton - B. 9	- - -	157	107 14 8
			58	19 0 0
485	Ellel - - N. 6	641 0 0	99	9 12 9
485	‡Ellel - - B.			
469	Elton, All Saints' - N. 7	574 0 0	341	186 19 8
480	Enfield, Infants - - 4	- - -	151	79 2 6
			35	17 7 6

a Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
481	Euxton - N.	*126 0 0		
481	Euxton, St. Mary's - R. 4	- - -	89	51 8 8
462	Everton, Ch. Ch. - - N. 6	860 0 0	770	390 8 8
			16	3 6 8
462	Everton, Great Homer Street Chapel - W. 11	1,223 0 0		*a*
462	Everton, St. Chrysostom's, Mill Street N. 6	638 19 8	289	150 9 4
			48	17 0 0
462	Everton, St. George's - Ch. 6	1,700 0 0	436	202 10 4
462	Everton, St. Peter's - N. 4	1,650 0 0	527	234 9 10
			9	1 2 6
462	‡Everton and Kirkdale, St. Mary's - N.			
477	Ewood Bridge N. 4	*70 0 0	79	46 17 6
			20	7 6 8
476	Facit - - W. 6	- - -	180	94 14 4
			61	17 9 2
473	Failsworth - N. 10	*270 0 0	137	80 3 8
	" "	22 5 0		
462	Fairfield, Moravian. *b*			
476	Falinge, Infants - - N. 5	- - -	67	35 12 4
463	Farnworth (near Warrington) - N. 6	342 0 0	209	112 6 6
468	Farnworth, St. John's, near Bolton N. 2	*250 0 0	203	108 1 4
	" "	270 0 0		
468	Farnworth (near Bolton) W. 4	- - -	206	127 18 4
			20	6 6 8
486	Far Sowry and Hawkshead - - N.	*60 0 0		
478	Fence - - N. 3	230 0 0	69	40 14 6
			12	4 3 4
482	Fernyhalgh, St. Mary's - R. 5	- - -	48	30 16 6
483	Fleetwood-on-Wyre, St. Mary's - R. 10	- - -	109	49 11 0
483	Fleetwood, Testimonial N. 5	387 5 0	323	146 0 8
470	Flixton - P. 10	400 0 0	95	50 16 8
			23	6 15 10
478	Foulridge - N. 3	270 0 0	89	56 3 4
			13	4 12 0
483	Freckleton - N. 5	*63 0 0	93	46 5 0
	" "	40 2 9	21	6 10 10
484	Garstang - R. 6	432 0 0	109	50 2 10
484	Garstang, St. Michael's - N.	104 0 0		
462	Garston - N. 10	354 2 6		*a*
462	Gillmoss, St. Swithin's - R.			
485	Glasson, Ch. Ch. - - Ch. 6	80 0 0	58	33 13 6
475	Glodwick, Ch. Ch. - - N. 5	550 0 0	499	295 7 0

b School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
467	Golborne - N. 3	- - -	211	107 1 7
478	Goodshaw Booth - N.	*234 0 0		
477	Goodshaw and Loveclough N. 4	117 0 0	130	73 18 10
471	Gorton, St. James' - N. 12	*142 0 0	123 134	48 6 0 28 15 0
471	Gorton, St. Mark's - N. 11	- - -	255	111 7 4
471	Gorton, St. Patrick's - R. 11	199 10 0	*a*	
475	Greenacres, Congregational - B. 7	- - -	102	24 15 11
476	Greenbooth Mills Works 1	- - -	79	24 7 2
477	GreenHowarth Ch.	304 0 0		
480	Grimshaw Park - N. 11	1,555 0 0	*a*	*b* 3 6 8
478	Habergham, All Saints' - N. 2	228 0 0	249 45	169 16 0 16 7 6
478	Habergham Eaves - N. 2	534 0 0	362 20	200 12 0 8 1 8
465	Haigh - - N. 10	- - -	89	33 1 8
463	Halewood - N. 10	82 0 0	95	48 10 0
468	Halliwell, Dean Mills B. 4	- - -	162 20	129 18 10 6 8 4
468	Halliwell, St. Luke's - Ch. 3	- - -	116 13	60 3 8 5 15 10
468	Halliwell, St. Paul's - N. 4	308 0 0	345 59	220 18 10 18 2 6
468	Halliwell, St. Peter's Jubilee - Sch. 3	40 0 0	127 19	52 3 11 7 9 2
464	Halsall - N. 2	- - -	167	86 10 4
485	Halton - N. 6	- - -	83	51 5 0
484	Hambleton - N. *c*	*40 0 0		
476	Hamer, All Saints' - N. 6	285 15 0	212	117 16 6
473	Harpurhey - N. 3	- - -	79	38 1 2
468	Harwood, Ch. Ch. - - N. 4	176 0 0	58	29 11 10
480	Harwood, Gt. N. 11	*123 0 0	308	150 17 0
	„ „	139 13 4	36	13 5 0
480	Harwood, Great - B. 4	- - -	159 21	100 2 3 10 7 9
480	Harwood, Great, St. Hubert's - R. 3	- - -	146 28	77 11 10 11 5 0
477	Haslingden - N. 4	318 2 6	419 201	245 17 8 83 10 10
477	Haslingden, The Grane - N. 4	*120 0 0	40 21	22 11 0 9 4 2
477	Haslingden - W. 2	- - -	194 33	114 17 0 10 19 2
477	Haslingden, Grane - W. 1	- - -	37	27 15 0
474	Haughton Dale Mills - 10	- - -	97 50	45 19 8 6 5 0
486	Hawkshead - N. *d*			
469	†Hawkshaw Lane - - N. *c*			
466	Haydock - N. 10	*120 0 0 119 7 6	99	*c*
466	Haydock Colliery - - B. 5	- - -	199 10	85 0 8 14 1 8
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
476	Healey - - N. 6	365 0 0	184 43	121 10 2 12 17 6
469	Heap Bridge 9	- - -	105 27	57 18 4 7 14 2
481	Heapey - N. 2	- - -	64 55	39 1 4 17 10 10
452	Heaton Mersey, St. John's - Ch. 11	747 0 0		*a*
452	‡Heaton Norris, Ch. Ch. N. *f*			
452	Heaton Norris, St. Thomas P. 11	- - -		*a*
463	Helen's, St. (Church St.), Infant and Sunday - -	165 0 0		
463	Helen's, St., Cowley's Charity - B.	265 0 0		
463	Helen's, St., Crown Glass Works - 6	- - -	51 83	15 8 10 46 17 6
463	Helen's, St., Duke Street, Infant - Ch. 1	200 0 0	130	62 7 0
463	Helen's, St., The Gerard R. 5	- - -	123	20 16 6
463	Helen's, St., Greenbank R. 5	- - -	216	114 1 6
463	Helen's, St. (Lowe House) R. 5	- - -	368 20	187 6 4 7 5 0
463	Helen's, St. (Moorflat) - N. 1	- - -	366 51	198 12 2 20 14 2
463	Helen's, St. (Parr Mount), HolyTrinity N. 1	459 13 4	270	123 11 8
463	Helen's, St. (St. Joseph's) R. 5	740 0 0	317 17	141 14 0 4 1 10
463	Helen's, St. - W. 5	500 0 0	232 15	165 11 2 5 7 6
478	Hey Houses and Sabden N.	*75 0 0		
475	Heyside, St. Mark's District - - 5	- - -	104 55	41 14 10 14 15 10
469	Heywood, Mechanics' Institution B. 4	- - -	117 78	77 4 6 31 0 0
469	Heywood, New Jerusalem Factory - B. 3	- - -	240 100	167 18 2 31 5 0
469	Heywood, Queen St. - W. *g*			
469	Heywood, St. James' - N. 7	*360 0 0 44 6 0	379 32	262 11 0 10 0 0
469	Heywood, St. James' (Heady Hill) - - N. 7	235 5 0	107	53 14 10
469	Heywood, St. Joseph's - R. 11	- - -		*a*
469	Heywood, St. Luke's, Mount St. - N. 7	232 2 6	173	80 18 2

a Due, but not paid.
b Addition to grant for 1867.
c School closed.
d School not existing.
e Grant refused under Article 51 *b*.
f Removed from inspection.
g Amalgamated with Heywood Mechanics' Institution B.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Heywood, St. Luke's, William St. N. 7	*78 0 0	255	140 5 0
	,, ,,	1,882 0 0	86	30 16 8
478	Higham - N.	*50 0 0		
465	Hindley - Ch. 12	- - -	198	105 1 0
465	Hindley, St. Benedict's - R. 4	835 4 0	192	101 3 8
			89	30 12 5
465	Hindley - W. 5	- - -	84	35 18 11
			346	231 17 10
480	Hippings - W. 4	- - -	81	31 9 2
480	Hoddlesden - N. 11	171 0 0	81	44 11 10
			85	57 4 0
469	Holcombe - Ch. 6	- - -	39	17 15 10
			125	82 3 0
480	Holden Fold N. 11	32 0 0	25	10 12 6
486	Holker - N. 6	- - -	134	67 3 4
477	‡Hollinbank, Evening - B. *a*			
475	Hollins - W. 2	- - -	74	33 19 6
466	Hollins Green Ch. 11	- - -	*b*	
475	Hollinwood - N. 5	*180 0 0	252	138 8 0
	,, ,,	22 8 0		
482	Hoole - - N.	200 0 0		
485	‡Hornby - N.			
468	Horwich (nr. Bolton) - N. 2	- - -	110	62 8 0
471	Hulme, Ch. Ch. - - B. 11	- - -	155	104 1 3
471	Hulme, Operatives' - 6	- - -	311	162 14 10
471	Hulme, Radnor Street - W. 10	- - -	267	122 19 3
471	Hulme, St. Gabriel's - Ch. 10	- - -	91	43 9 6
471	Hulme, St. George's - N. 12	- - -	323	187 13 6
471	Hulme, St. John the Baptist's N. 2	902 0 0	463	224 2 10
471	Hulme, St. Mark's - Ch. 3	428 2 9	286	139 16 0
			33	7 17 6
471	Hulme, St. Mary's - N. 11	- - -	290	152 15 0
471	Hulme, St. Michael's - Ch. 11	620 0 0	439	205 9 0
			19	5 7 6
471	Hulme, St. Paul's - N. 11	- - -	272	129 5 0
471	Hulme, St. Philip's - N. 1	2,400 0 0	520	255 18 4
			50	12 13 4
471	Hulme, St. Stephen's - N. 4	643 10 0	227	86 7 0
			56	17 8 4
471	Hulme, Holy Trinity - N. 1	*208 0 0	464	239 18 4
471	Hulme, Wilmot Street, Free - - 1	- - -	106	56 2 8
			32	10 3 4
468	Hulton, Little St. John the Baptist - N. 2	- - -	78	45 3 4
			13	1 12 6
474	Hurst - - N. 10	384 0 0	116	66 4 6
474	Hurst - - B. 7	- - -	163	95 18 2
479	Hurst Green N.	60 0 0		
479	Hurst Green R. 3	- - -	106	57 6 4
465	Ince, St. Catherine's N. 12	452 2 6	318	163 9 2
			45	20 5 10
465	Ince - - W. 1	- - -	113	17 17 3
462	Ince Blundell R. 3	- - -	83	3 13 0
465	Ince in Makerfield, Hall of Ince - - N. 3	- - -	180	51 7 0
			26	10 16 8
484	Inskip - - N. 5	125 0 0	63	38 7 4
469	Irwell or Bury (Peel Street) N.	*225 0 0		
	,, - ,,	75 0 0		
468	Kearsley Moor Ch. 6	- - -	135	65 1 4
462	Kensington (Fairfield) N. 5	574 5 0	186	90 15 11
472	Kersall, St. Paul's - N. 3	- - -	123	70 10 10
			19	2 7 6
468	Kersley, New Jerusalem - B. 1	- - -	140	74 18 8
			35	13 0 10
462	Kirkby - N. 4	- - -	111	49 8 8
462	Kirkdale Industrial - U.			
462	Kirkdale, St. Aidan's - Ch. 11	- - -	*b*	
462	Kirkdale, St. Mary's (Boys) N. 10	150 0 0	506	255 8 0
462	Kirkdale, St. Mary's (Girls and Infants) N. 10	- - -		
483	Kirkham N. 5	- - -	249	115 12 9
483	Kirkham, The Willows - R. 10	- - -	78	44 2 8
			13	1 12 6
462	Knotty Ash, St. John the Evangelist P. 5	- - -	139	80 16 8
463	Knowsley - N. 4	- - -	80	58 5 4
465	Lamberhead Green, Atherton - - W. 5	684 0 0	155	71 19 0
			41	22 14 2
465	Lamberhead Green - N. 12	270 10 0	236	108 10 2
			20	7 18 4
	Lancashire, East, Union of Institutes:—			
477	Accrington.			
477	Burnley (1).			
478	Burnley (2).			
478	Crawshaw Booth.			
477	Haslingden.			
478	Nelson-in-Marsden.			
477	Newchurch-in-Rosendale.			
478	Padiham.			
478	Padiham, Literary.			
477	Rawtenstall.			
485	Lancaster - B. 4	*150 0 0	41	11 10 2
	,, - ,,	11 11 11		
485	Lancaster (Parish), Boys - N. 5	120 0 0	532	282 13 4
485	Lancaster, Girls and Infants - N. 5	140 0 0	372	204 15 2
485	Lancaster - R. *c*			

a School not existing. *b* Due, but not paid. *c* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
485	Lancaster, St. Anne's, Girls and Infants N. 6	- - -	320	153 5 10
485	Lancaster, St. Thomas' - N. 6	924 13 4	364	212 2 8
464	Lathom, St. James' - N. 2	260 0 0	107	55 11 2
			15	1 17 6
482	Lea - - R.	250 0 0		
485	Leck, Boys - Ch. 6	- - -	25	15 0 0
474	Leesfield - Ch. 5	- - -	339	192 7 2
			73	27 19 2
474	Lees Zion, Methodist New Connexion - 3	- - -	183	109 17 2
467	Leigh - - N. 3	325 0 0	150	82 18 8
			81	26 4 2
467	Leigh - - W. 9	- - -	85	40 3 10
467	Leigh, Lately Common - N.	45 0 0		
471	Levenshulme N. 11	494 0 0	159	85 0 10
468	Lever, Little N.	209 0 0		
468	Leverbridge N. 4	- - -	171	110 18 0
481	Leyland - N. 2	*232 0 0	104	43 11 11
	„ - „	70 0 0		
486	Lindale (in Cartmel) - N.	*50 0 0		
486	‡Lindale (in Marton) - N.			
462	Litherland - R. 3	- - -	49	24 2 2
			12	2 16 8
462	Litherland, St. Philip's - Ch. 3	308 0 0	86	53 19 2
			64	40 5 4
476	Littleborough N. 6	170 0 0	18	4 13 4
461	Liverpool, Akbar Float Frigate Reformatory.			
461	Liverpool, All Saints' N. 5	854 13 4	364	134 1 10
461	‡Liverpool, Blackstock Street - R.			
462	Liverpool, Brunswick (Prescot Street) - W. 11	1,220 13 0	*a* 502	257 19 8
	„ „ -		*a* 527	265 11 4
461	Liverpool, Caledonian Free 11	- - -	212	70 17 10
461	Liverpool, Ch. Ch. - N. 7	*337 0 0	315	175 14 4
	„ „ - „	17 6 8		
461	Liverpool, Cranmer (Vauxhall Road) - W. 11	1,779 0 0	373	162 13 10
461	Liverpool, Edge Hill Reformatory (44, Mason Street.			
462	Liverpool, Harrington B. 11	- - -	*b*	*c* 0 8 0
461	Liverpool, Hibernian - B. 11	418 0 0		*b*
461	Liverpool, Holy Cross R. 2	1,200 0 0	499	213 3 6
			117	37 12 6
461	Liverpool, Hope St. - B. 12	- - -	441	245 0 8
			64	31 3 4
461	Liverpool, Jordan Street - W. *d*			
461	Liverpool, Moorfields, Old Church N. 5	1,063 0 0	329	145 7 4
			18	5 13 4
462	Liverpool, Mount Carmel - - R. 2	- - -	234	117 9 8
461	Liverpool, Mount Pleasant - B. 11	- - -	192	103 16 8
461	Liverpool, Mount Vernon Green, Girls' Reformatory.			
461	Liverpool, North (Bond Street) - N. 5	92 6 8	220	76 5 4
461	Liverpool, Practising - R. 1	- - -	124	68 18 6
461	Liverpool, Prince Edwin Street - B. *e*			
462	Liverpool, Ragged Industrial.			
461	Liverpool, Russell St., Welsh Charity - 7	- - -	308	155 11 1
			89	41 15 10
462	Liverpool, St. Andrew's (Slater Street) N. 5	- - -	123	58 1 8
462	Liverpool, St. Ann's (Edgehill) - R. 2	826 15 5	477	240 9 4
461	Liverpool, St. Anthony's - R. 2	- - -	508	248 5 4
462	Liverpool, St. Augustine's N. 6	*300 0 0	346	175 2 4
	„ „ - „	951 15 0		
461	Liverpool, St. Augustine's - - R.			
461	Liverpool, St. Barnabas' - N. 7	831 1 0	178	77 4 4
461	Liverpool, St. Bartholomew's N. 7	413 10 0	151	64 0 4
462	Liverpool, St. Bride's N. 5	*625 0 0	329	159 18 8
461	Liverpool, St. Catherine's N. 5	*200 0 0	146	76 17 2
462	Liverpool, St. Catherine's (Edge Hill) N.	318 0 0		

a For two years.
d School pulled down.

b Due, but not paid.

c Addition to grant for 1867.
e School not existing.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
	Liverpool, St. Columba's Ch. 10	- - -	109	52 7 4
	Liverpool, St. Elizabeth's Reformatory (Soho Street) - R.			
	Liverpool, St. Francis Xavier's - R. 2	1,228 0 0	701	360 0 2
	Liverpool, St. George's Industrial - R.			
	Liverpool, St. Helen's - R. 1	- - -	573	243 15 10
	Liverpool, St. James' (Toxteth Park) N. 5	314 13 4	264	134 5 8
	Liverpool, St. John's - N. 10	352 10 0	182	88 10 10
	Liverpool, St. John's (Toxteth Park) N.	*450 0 0		
	Liverpool, St. Jude's (Edge Hill) N. 7	- - -	480 15	233 2 0 5 2 6
	Liverpool, St. Luke's - N. 5	*190 0 0	220	90 15 4
	" "	24 16 0	26	8 16 8
	Liverpool, St. Mark's N. 7	800 0 0	237	104 12 2
	Liverpool, St. Martin's - N. 7	650 0 0	163	74 10 8
	Liverpool, St. Mary's (Edge Hill) Ch. 7	1,500 0 0	543 10	275 5 2 3 16 8
	Liverpool, St. Mary Magdalene Ch. 7	- - -	201 11	89 16 10 4 2 6
	Liverpool, St. Mary's - R. 2	1,017 0 0	675	272 13 2
	Liverpool, St. Nicholas' - R. 1	- - -	220 40	114 18 4 13 17 0
	Liverpool, St. Oswald's - R. 2	- - -	290 62	122 13 3 21 8 4
	Liverpool, St. Paul's - Ch. 7	- - -	226	109 18 0
	Liverpool, St. Paul's (Prince's Park) - N. 11	600 0 0	522 98	307 4 10 56 10 0
	Liverpool, St. Peter's, Boys, Girls, and Infants R. 1	- - -	336	171 17 0
	Liverpool, St. Peter's, Boys - - R. 1	*a* - - -	145	74 14 8
	Liverpool, St. Saviour's - N. 11	2,277 0 0	749 41	397 15 8 13 10 10
	Liverpool, St. Simon's N. 11	700 0 0	308	137 0 4
	Liverpool, St. Thomas' (Frederick St.) - N.			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
462	Liverpool, St. Thomas' (Mount Vernon) - R. 1	10 0 0	269	137 6 10
462	Liverpool, St. Thomas' (Toxteth Park) - N. 5	937 0 0	311	125 18 10
461	Liverpool, St. Thomas' and St. William's (Edgar St.) R. 2	- - -	568 41	261 8 2 10 4 10
461	Liverpool, Soho St. Ragged.			
461	Liverpool (South), Cornwallis Street - N. 5	42 3 4	240	108 16 2
461	Liverpool, The Friends, Free, Hackin's Hey - - B. 11	- - -		*b*
462	Liverpool, Toxteth - B. 12	- - -	273	141 0 4
462	Liverpool, Toxteth Park, Hyslop Street, Girls' Mission 11	- - -		*b*
462	Liverpool, Toxteth Park, Girls' Industrial Ragged.			
462	Liverpool, Toxteth Park Reformatory, Wellington Rd.			
462	Liverpool, Toxteth Park, Holy Trinity - Ch. 7	949 0 0	242	115 15 8
461	Liverpool, Trinity - Ch. 11	- - -	222	23 3 10
461	Liverpool, Vauxhall, All Souls' - N. 11	1,453 0 0	208	94 0 6
462	Liverpool, Windsor, St. Clement's - N. 9	1,025 18 9	672	299 2 7
462	Liverpool (Windsor St.) W. 1	720 12 6	475	242 10 2
461	Liverpool, Workhouse U.			
482	Longridge - N. 10	287 19 3	193 51	119 10 2 12 15 10
471	Longsight, St. John's - N. 3	497 10 0	178 27	87 13 2 10 4 2
486	Lowick - Ch. 6	277 0 0	123	65 8 10
467	Lowton, St. Mary's - N. 6	- - -	143 26	80 18 9 7 18 7
464	Lydiate - Ch. 2	- - -	71	34 13 4
464	Lydiate - R.	140 10 0		
483	Lytham, St. John's - Ch. 5	277 7 6	138	62 4 4
483	Lytham, St. Peter's - R. 10	- - -	82	35 1 4

a Now amalgamated with St. Peter's (B., G., and I.), R.C. *b* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
464	Maghull - N. 4	80 0 0	67	39 17 10
471	Manchester, All Saints' Ch. 3	- - -	275	145 0 4
473	Manchester, All Souls' - N. 11	364 0 0	217	110 1 0
473	Manchester, Ancoats (Chalmer's), Mill St. Pres. 12	- - -	*a*	
473	Manchester, Ancoats, Lyceum Factory - B. 4	- - -	114	85 10 0
473	Manchester, Ancoats (PiercySt.) Pres. *b*			
473	Manchester, Ancoats, St. Alban's R. 10	- - -	237 87	29 5 7 32 5 10
473	Manchester, Ancoats, St. Andrew's (St. Andrew's Square) - N. 12	*300 0 0	269	141 9 6
	" " - "	907 0 0		
473	Manchester, Ancoats, St. Anne's - R. 10	- - -	474 126	198 12 0 41 5 0
471	Manchester, Birch, St. James' - N. 3	- - -	168	91 12 6
473	Manchester (Buxton St.), Infants - 4	- - -	159	82 4 2
473	Manchester Cathedral - N. 1	*400 0 0	191	88 13 4
	" " - "	36 0 0		
473	Manchester, Cathedral Charity - 11	27 4 8	52	*c*
473	Manchester (Cheetham Hill Rd.) Jews' 3	- - -	238	145 3 0
473	Manchester (Cheetham Hill) - W. 11	- - -	141	95 8 3
473	Manchester, Free - - 3	- - -	296	155 4 0
473	Manchester (Granby Row) - N. 11	200 0 0	478	218 15 7
473	Manchester, Granby Row, St. Augustine's R. 10	- - -	392	119 2 0
471	Manchester (Hyde Road), St. Matthew's N. 4	- - -	299 18	128 10 0 7 8 4
473	Manchester, Lever St. - W. 11	- - -	111	48 5 4
473	Manchester, Lower- son St. - E.			
462	Liverpool, Harrington B. 11	*820 0 0 - - -	702 700	432 19 7 342 5 1

a For two years. *b* School closed. *c* Refused under Article 52 *d*. *d* School pulled down

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s.
473	Manchester (Miles Platting), Institute - B. 9	- - -	366 38	176 7 12 16
473	Manchester (MilesPlatting), St. John's, Argyle Street Ch. 11	- - -	285 26	136 1 5 13
473	Manchester, New Jerusalem Church 11	- - -	659	434 2
473	Manchester, Ragged, Industrial, and Reformatory (Ardwick Green).			
473	Manchester and Salford Ragged and Reformatory.			
471	Manchester, Rusholme Road - - W. *b*			
473	Manchester, St. Alban's N. 11	- - -	205	109 12
471	Manchester, St. Alphonsus' R. 10	- - -	206	108 8
471	Manchester, St. Andrew's Pres. 6	- - -	24	9 15
473	Manchester, St. Andrew's (Baird St.) N. 12	- - -	*d* 143 118	64 12 55 5
473	Manchester, St. Anne's - N. 11	571 0 0	135	65 5
473	Manchester, St. Barnabas' - N. 1	1,153 18 4	400	207 10
473	Manchester, St. Catherine's N.	654 0 0		
473	Manchester, St. Chad's (Cheetham Hill) - R. 10	620 0 0	653 54	346 1 14
473	Manchester, St. James' - N. 1	700 0 0	120	60 1
473	Manchester, St. John's - N. 2	66 0 0	359	181
473	Manchester, St. Jude's - N. 1	- - -	382	182 1
473	Manchester, St. Luke's (Cheetham Hill) - N. 2	- - -	76	37
473	Manchester, St. Luke's (Cheetham Hill), Infants - N. 2	505 0 0	83	41
470	Manchester, St. Margaret's, Cornbrook St., Choriton Road, (Boys) - N. 1	- - -	125	46 1
473	Manchester, St. Mark's (Cheetham Hill) - N. 1	263 18 4	230	116

d For two years

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
LANCASHIRE—*cont.*	£ s. d.		£ s. d.
Manchester, St. Mary's R. 10	460 0 0	218	87 12 8
		92	27 8 4
Manchester, St. Matthew's N. 1	461 2 6	145	69 18 6
Manchester, St. Michael's - N. 3	780 13 4	183	75 15 6
Manchester, St. Patrick's - R. 10	- - -	467	207 4 6
		118	40 17 9
Manchester, St. Paul's (Bennet St.) - 2	- - -	108	53 14 8
		112	27 18 4
Manchester, St. Paul's (Turner Street) - 2	- - -	58	23 5 10
Manchester, St. Peter's (Oldham Road) Ch. 4	- - -	172	88 15 4
Manchester, St. Philip's, Bradford Road - Ch. 11	786 13 7	*a* 432	197 10 11
		a 432	240 1 6
Manchester, St. Silas' - - N.	612 0 0		
Manchester, St. Stephen's - Par.	701 2 0		
Manchester, St. Thomas' (Redbank) N. 2	531 0 0	237	124 5 6
Manchester, St. Wilfred's - R. 10			*b*
Manchester, St. William's - R. 10	- - -	276	145 12 10
Manchester, Tomlinson Street, Dom. Mission 6	- - -	98	46 7 4
Manchester, York Street, St. Augustine's R. 10	- - -	109	39 17 2
Marsden, Gt. N. 3	250 0 0	163	92 5 0
Marsden, Little - N.	*100 0 0		
" - "	6 19 0		
Marsden, Little (Lomeshaye), Undenoml. 7	346 6 10	233	150 4 10
		82	32 3 4
Mawdsley - N.	85 0 0		
Mawdsley - R.	223 0 0		
Mawdesley - W. 6	- - -	26	7 14 7
Mayfield - B. 11	- - -	220	142 17 9
Mellor Brook N. *c*	*110 0 0		
Meols, North P. 9	1,000 0 0	264	121 15 6
Michael's, St., on Wyre - N. 5	- - -	94	44 11 10
Micklehead Green - B. *c*			
Middleforth Ch. 11	- - -	99	37 19 9
Middleton - N. 3	321 0 0	118	64 8 0
		61	19 5 10
Middleton, Barrowfields, Mixed - N. 3	135 0 0	144	80 19 6
Middleton, Infants - N.			
Middleton, New Jerusalem - 1	- - -	163	105 8 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
475	Middleton, Trinity - N. 3	- - -	87	48 8 6
			38	13 15 0
476	Milnrow - N. 6	570 0 0	212	128 10 4
476	Milnrow - B.	90 0 0		
476	Milnrow, Newhey, Ch. *See* Newhey, N.S.			
482	Moor Park - W. 4	- - -	165	67 17 8
			63	17 19 2
475	Moorside - Ch. 5	- - -	139	88 14 6
463	Moss Bank - N. 1	303 0 0	74	40 7 6
			33	12 12 6
474	Mossley, St. George's - N.	465 0 0		
474	Mossley, St. Joseph's - R. 11			*b*
473	Moston - N.	174 0 0		
477	Musbury (Hollin Bank) - N. 4	- - -	117	69 0 0
			11	3 15 10
478	Nelson in Marsden, Infants - - 3	- - -	78	35 2 8
486	Newbarns - Ch. 6	- - -	69	15 9 9
464	Newburgh (Ormskirk) N. 3	- - -	129	63 8 10
468	New Bury (Bolton) - N. 3	- - -	181	108 14 0
			61	31 7 6
477	Newchurch, Mechanics' Institute - B. 9			*b*
477	Newchurch in Rossendale - - N. 4	- - -	136	90 1 8
467	Newchurch, near Warrington - Ch. 4	- - -	109	58 19 7
			27	10 0 8
476	Newhey - N. 6	207 0 0	130	84 17 8
482	Newsham, St. Mary's - R. 5	- - -	33	7 18 1
473	Newton Heath, All Saints' (No. 1) - N.	913 13 4		
473	Newton Heath, All Saints' (No. 2) - N. 4	254 6 8	156	66 12 1
			57	15 1 11
473	Newton Heath, All Saints', (No. 3) - N. 4	- - -	36	7 7 10
473	Newton Heath, All Saints', Infants - 4	- - -	97	44 15 8
473	Newton Heath, Hulm Hall Lane - - W. *d*			
466	Newton in Makerfield, Crowe Lane, Infant - N. 6	- - -	31	11 9 0
466	Newton in Makerfield, St. Peter's - N. 6	1,216 0 0	67	40 4 0
			23	7 9 2
476	Norden (late Blackpits) N. 6	128 0 0	56	39 14 10
476	Oakenrod (Factory) 6	- - -	116	69 15 10
			51	18 5 10

a For two years. *b* Due, but not paid. *c* School closed. *d* School discontinued.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
480	Oakenshaw - W. 5	- - -	122	68 4 5
			40	9 14 6
475	Oldham - B. *a*	*254 0 0		
475	Oldham, New Jerusalem - 6	- - -	170	96 11 2
			48	17 5 10
475	Oldham (St. Domingo Street) - W. 7	- - -	292	94 4 6
475	Oldham, St. James' (Greenacres Moor) N. 4	*165 0 0	317	198 16 4
	" "	58 10 0		
475	Oldham, St. Marie's - R. 11	1,451 0 0	362	190 6 4
			151	59 7 6
475	Oldham, St. Mary's Parish Church 4	1,000 0 0	426	221 7 6
			70	23 0 0
475	Oldham, St. Peter's - N. 4	*588 0 0	391	188 8 2
	" "	650 0 0		
475	Oldham, York Street - Ch. 4	- - -	119	51 4 4
471	Openshaw - N. 3	165 6 4	169	83 19 6
471	Openshaw - W. 1	- - -	165	103 19 6
			38	15 13 4
466	Orford, Endowed - 9	12 0 0	105	55 11 4
464	Ormskirk - N. *b*			
464	Ormskirk, United Charity 3	342 3 4	397	190 19 6
465	‡Orrell, St. James' - R.			
480	Oswaldtwistle, Belthorne, and Daisey Green - 4	*96 0 0	35	20 0 4
		479 0 0	13	2 14 2
480	Oswaldtwistle " Busk - - 4	*93 0 0	212	135 4 4
	" "	45 0 0	58	23 3 4
480	Oswaldtwistle, Cabin End - N. 4	*120 0 0	113	73 4 2
	" " "	523 0 0	31	11 5 10
480	Oswaldtwistle, Newlane - N. 4	232 10 0	90	56 1 0
			23	7 2 6
480	Over Darwen, Trinity - N. 11	*200 0 0	219	113 9 10
	" "	792 8 0		
472	Paddington, St. Paul's - N. 9	448 0 0	401	209 13 10
			17	6 4 2
472	Paddington, St. Paul's 2nd Infant N. 9	- - -	184	94 6 10
466	Padgate - N.	150 0 0		
478	Padiham Ch. 3	- - -	141	66 3 11
			69	20 2 6
478	Padiham, Infants - - 3	465 0 0	55	28 18 8
478	Padiham - B. 4	- - -	140	83 3 9
			44	15 3 1
478	Padiham W. 5	- - -	310	185 9 8
			117	39 12 6
474	Park Bridge (Leesfield) Works - 5	- - -	74	40 9 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Gra (paid with Year endi 31 Dec. 186 Average Attendance.	Amou
	LANCASHIRE—*cont.*	£ s. d.		£ s.
465	Park Lane (Ashton-in-Makerfield) R. 5	- - -	100	45 18
463	Parr, St. Helen's - N. 12	386 16 8	168	82 12
463	Parr, St. Helen's, Brookfield Ch. 1	214 8 0	103	48 10
470	Patricroft, HolyCross - R. 11			*e*
470	Patricroft, Mechanics' Institute - B. 10	326 2 8	170	79
463	Peasley, Infant Ch.	171 0 0		
463	Peasley, Holy Trinity - N. 1	- - -	175	83
468	Peel, St. Paul's - Ch. 7	- - -	76	16 1
465	Pemberton Colliery - N. 2	- - -	72	17 1
465	Pemberton (Goose Grn.) N.	*30 0 0		
472	Pendlebury, Ch. Ch., Boys and Infants N. 10	287 10 0	222	113
472	Pendlebury, Ch. Ch., Girls and Infants 10	- - -	233	123
			63	17 1
472	Pendlebury, St. John's - 10	- - -	195	98
			25	8
472	Pendleton, Brunswick W. 3	845 0 0	302	159 1
472	Pendleton, St. James' - R. 10	- - -	264	117 1
472	Pendleton, St. Thomas' - N. 10	*60 0 0	266	127
			47	10
466	Penketh (Day Star) - - W. 9	270 0 0	58	35
486	Pennybridge N. 7	*70 0 0	79	34 1
			9	2 1
480	Pickup Bank N. *c*			
469	Pilkington (Park Lane) B. 4	- - -	225	122 1
484	Pilling - - N. 5	483 0 0	121	65
469	Pimhole - Ch. *c*			
469	Pits-o'-th'-Moor - - W. 9	- - -	144	90
480	Pleck Gate, St. John's - N. 12	- - -	*d* 88	48 1
			90	54 1
465	Poolstock - Ch. 12	- - -	277	140 1
			29	11
485	Poulton-le-Sands - N. 6	740 0 0	152	73
463	Prescot - R. 5	- - -	104	35 1
482	Preston, All Saints' - N. 10	466 5 0	479	264
			38	10 1
482	Preston, Central - - N. 10	- - -	310	166 1
			32	9 1
482	Preston, Ch. Ch. - - N. 10	*105 0 0	311	171 1
	" "	1,142 0 0		
482	Preston (Croft St.) - W. 4	- - -	207	111 1
			66	22
482	Preston, Emmanuel, Infants - N. 11	339 5 0	102	64

a Discontinued as an elementary school for the education of the poor.
b Schools abandoned
c School closed.
d For two years.
e Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtutes,	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LANCASHIRE—*cont.*	£ s. d.		£ s. d.
Preston, Grimshaw Street B. 4	- - -	95	12 8 5
		30	10 8 4
Preston (Orchard St.), United Methodist Free Church - 4	517 0 0	130	48 10 5
		129	34 13 4
Preston, St. Augustine's R. 9	- - -	294	105 12 4
		125	52 4 5
Preston, St. Ignatius' - R. 9	- - -	446	222 14 2
		103	33 14 2
Preston, St. James' - N. 10	501 0 0	264	169 4 2
Preston, St. Joseph's (Ribbleton Lane) - R. 9	- - -	256	106 8 11
		47	17 5 10
Preston, St. Luke's, Infants - - N. 10	187 13 8	162	67 8 10
Preston, St. Mark's - N. 10	- - -	272	149 1 2
Preston, St. Mary's - N. 10	*250 0 0	526	315 13 0
„ „	244 0 0		
Preston, St. Mary's St. W. 4	- - -	108	51 8 0
Preston, St. Paul's - N. 11	361 9 2	682	358 15 0
		28	9 1 8
Preston, St. Peter's, Brook St. - N. 11	222 0 0		
Preston, St. Peter's, Cold-bath Street. Girls and Infants - N. 11	1,177 12 0	652	406 14 2
Preston, St. Thomas' (Boys, Girls, and Infants) N. 10	483 0 0	544	290 8 6
		84	31 13 4
Preston, St. Thomas', Infants - - N.			
Preston, St. Wilfred's (Fox Street) R. 9	80 0 0	394	194 13 0
		194	62 15 0
Preston, The Talbot - R. 9	- - -	679	380 18 2
		161	55 4 2
Preston, Holy Trinity - N. 10	657 13 4	200	105 8 6
Preston (Upper Walker Street) - R. 9	320 0 0	314	131 15 10
		51	18 9 2
Prestwich - N. 3	- - -	212	115 2 8
Prestwich (Roodden Lane) - B. 3	250 0 0	151	78 5 6
Quernmore - N. 6	*35 0 0	38	18 7 10
„ - „	92 5 0		
Radcliffe, Bank Top - Ch. 6	450 0 0	88	51 15 8
„ „ 6		31	8 9 2
Radcliffe, Black Lane Ch. 6	- - -	87	55 18 8
		30	10 3 4

a School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Radcliffe Bridge, St. John's - N. 7	- - -	273	189 11 8
			62	19 8 4
469	Radcliffe Bridge - W. 6	- - -	234	124 6 1
			52	9 14 0
469	Radcliffe Hall - - N. 6	*405 0 0	207	123 14 4
469	Radcliffe, St. Thomas' - Ch. 7	- - -	180	99 19 6
			37	11 12 6
469	Radcliffe - W. *a*	130 0 0		
463	Rainford (at Crank Hill) N. 4	117 0 0	49	10 7 10
463	Rainford, St. Helen's - N. 4	209 5 0	153	73 4 6
463	Rainhill, St. Ann's - N. 5	175 0 0	119	50 13 2
			15	3 4 2
463	Rainhill (Boys) R.			
463	Rainhill (Girls) - R. 5	- - -	47	27 8 0
469	Ramsbottom, New Jerusalem - 6	- - -	78	39 0 10
463	Ravenhead Colliery - N. 1	- - -	105	49 17 0
463	Ravenhead (British Plate Glass Company's) 4	- - -	293	145 0 10
			20	7 16 8
484	Rawcliffe Hall - - N. *b*			
477	Rawtenstall N. 4	*200 0 0	255	182 0 0
			93	47 10 10
477	Rawtenstall Branch - N. 4	- - -	60	7 12 2
			20	1 7 11
477	Rawtenstall (HollyMount) B. 2	- - -	189	112 1 2
477	Rawtenstall W. 2	- - -	198	107 12 0
			25	10 19 2
478	Read (in Whalley) - N.	*60 0 0		
452	Reddish, Albert B. 6	- - -	76	41 16 10
473	Rhodes - Ch. 3	390 10 8	99	54 12 0
475	Rhodes, Print Works - B. 1	- - -	81	57 12 8
482	Ribchester - N. 4	- - -	58	32 19 4
482	Ribchester, St. Peter and St. Paul - R.			
480	Rishton - R. *a*			
480	Rishton, St. Peter's - N. 1	- - -	96	56 11 2
			41	13 9 2
480	Rishton - W. 6	- - -	102	22 8 5
			34	14 18 4
467	Risley - Pres. 3	148 0 0	58	40 3 4
476	Rochdale - B.	*250 0 0		
476	Rochdale, Lower Place W. 2	- - -	248	112 12 0
476	Rochdale - P. 5	188 0 0	377	239 9 2
476	Rochdale, Town Mill Brow, Boys Ch. 5	- - -	101	60 8 4
			33	10 14 2
476	Rochdale, St. Alban's, Girls - N. 5	636 0 0	192	109 0 10

b School passed to other owners.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
476	Rochdale, St. Chad's - N.	431 0 0		
476	Rochdale, St. James' - N. 5	- - -	188	96 12 10
			44	12 11 8
476	Rochdale, St. John's - R. 11	- - -	213	111 4 8
			82	25 13 8
476	Rochdale (St. Mary's District) - - N. 5	35 13 6	205	108 19 0
			34	8 15 0
			196	107 3 3
476	Rochdale, St. Patrick's - R. 11	- - *a*	151	40 16 8
			258	152 7 1
			161	48 14 6
476	Rochdale - W. 2	- - -	354	167 18 10
478	Rough Lee - B. 5	- - -	41	30 15 0
475	Royton, St. Paul's - N. 5	15 0 0	219	119 9 10
			86	36 16 8
475	Royton - W. 2	- - -	110	56 9 2
471	Rusholme, Trinity, and Girls Industrial Ch. 12	598 15 0	*b*	*c* 7 10 0
474	Ryecroft - B. 7	- - -	314	193 10 8
479	Sabden - B. 4	- - -	125	69 14 8
	†Salem, Moravian.			
480	Salesbury - N. 5	240 0 0	50	22 18 0
			42	15 15 0
472	Salford (Broughton Road) - W. 3	- - -	240	105 10 4
472	Salford (Chapel Street), Girls, Scotch Pres. 11	- - -	81	43 13 9
472	Salford, Ch. Ch. N. 2	- - -	423	213 2 4
472	Salford (Ellor Street) - B.	*200 0 0		
	,,	50 0 0		
472	Salford (Gravel Lane) - W. 3	- - -	414	221 0 2
472	Salford (Great George Street) Model - N. 12	468 0 0	274	129 1 8
472	Salford, Indust. and Ragged.			
472	Salford (Mount Carmel) - R. 10	- - -	258	102 14 6
472	Salford, Mount Street (Boys and Infants) Scotch Pres. 11	- - -	159	83 11 1
472	Salford, New Jerusalem Ch. 11	- - -	379	240 1 4
472	Salford, St. Bartholomew's N. 12	437 0 0	332	148 10 0
			21	6 9 2
472	Salford, St. Bartholomew's, The Egerton - Ch. 2	824 7 6	321	81 7 3
472	Salford, St. John's - R. 11	- - -		*b*
472	Salford, St. John's, Male Infant - R. 11	- - -	162	84 16 6
472	Salford, St. Matthias' - N. 2	500 0 0	394	197 3 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s.
472	Salford, St. Peter's, Greengate - R. 11	475 0 0		*b*
472	Salford, St. Philip's, Infants - N. 4	- - -	110	51 18
472	Salford, St. Simon's - N. 4	1,109 0 0	192	76 16
472	Salford, St. Stephen's - N. 4	- - -	242	124 11
472	Salford, St. Stephen's, Infants - Ch. 4	- - -	156	75 18
472	Salford, Trinity Ch.			
472	Salford, Working Men's College - 2	- - -	309	166 9
			24	7 13
482	Samlesbury - N.	*120 0 0		
466	Sankey Chapel N. 10	27 0 7	67	34 14
486	Satterthwaite and Rusland N.	100 0 0		
464	Scarisbrick Ch.			
484	Scorton - B. 4	- - -	43	13 14
485	Scotforth - N.	50 0 0		
462	Seaforth - Ch. 11	259 0 0	179	86 2
468	Sharples, Messrs. Ashworth's B. 9	- - -	113	81 5
475	Shaw - - N. 5	*200 0 0	203	148 1
	,, - - ,,	96 5 0	34	4 19
475	Shaw - - W. 4	- - -	162	82 10
			38	7 3
465	Shevington, Mixed - Ch.			
469	Shuttleworth N. 6	335 0 0	134	77 3
			38	10 14
485	Silverdale - N.	87 0 0		
483	Singleton - Ch. 5	- - -	57	28 15
485	Skerton, St. Luke's - N.	*120 0 0		
	,, ,,	30 0 0		
476	Smallbridge, St. John's - N. 6	*200 0 0	286	170 1
468	Smithill's Deane N.	60 0 0		
481	South Hill (Whittle-le-Woods) - R. 4	424 0 0	63	31 1
464	Southport - B. *d*	*60 0 0		
464	Southport, Ch. Ch. - N. 10	*57 0 0	283	139
	,, ,,	315 0 0		
464	Southport, St. Mary's - R. 11	- - -		*b*
464	Southport, St. Paul's (Boys, Girls, and Infants) 10	128 0 0	382	183
464	Southport (Talbot Street) W. 1	- - -	214	104 1
464	Southport, Holy Trinity - - N. 10	1,147 15 0	*b*	*e* 3 1
483	Southshore - N. 5	80 0 0	43	20
	Spotland, St.			
476	Clement's - N. 6	*166 0 0	159	95
	,, - ,,	60 9 1	74	24 1

a For two years. *b* Due, but not paid. *c* Addition to grant for 1867. *d* School not exist
e Paid under Article 90[1] (1).

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LANCASHIRE—*cont.*	£ s. d.		£ s. d.
Stand - - N.	*270 0 0		
Standish, Grammar - N. 12	- - -	125	30 5 0
Stanley, St. Anne's - N. 11	610 0 0	319	162 5 8
Staveley (in Cartmel), Endowed -	32 0 0		
Stonefield - N. *a*	*60 0 0		
Stretford - N. 10	566 17 6	194	107 11 6
Stubbylee, St. Saviour's Ch. 6	- - -	139	75 9 0
		25	6 15 10
Summerseat W. 9	- - -	176	74 12 11
		23	7 12 6
Sutton, St. Anne's - R. 10	- - -	143	62 15 10
		31	13 11 5
Sutton, St. Helen's - N. 11	588 15 0		*b*
Sutton, St. Joseph's - R. 5	754 0 0	175	73 19 4
Swinton - Ch. 10	- - -	334	171 13 8
		24	3 0 0
Swinton, Industrial - U.			
Swinton, Girls - Pres. 4	- - -	103	51 15 2
Swinton - W. 7	- - -	270	114 6 10
Symonstone N.	*52 0 0		
Tarleton - N. 5	*120 0 0	44	24 11 6
Tarleton (The Holmes) - N.	166 0 0		
Thornham - N.	*100 0 0		
Thurnham - R. 6	- - -	53	36 17 3
Tockholes - N.	50 0 0		
Todmorden - N. 4	510 10 0	151	68 6 4
Tonge-cum-Alkrington N. 3	301 16 8	181	90 0 6
Tottington, St. Anne's N. 7	*189 0 0		
Tottington Mill - - B. 7	- - -	76	44 8 2
		18	7 3 4
Tottington - W. 7	- - -	138	141 1 4
		57	17 12 6
Towneley, Infants - - R. 3	- - -	135	75 6 6
Trawden - N.	140 0 0		
Tunstead - N. 4	*110 0 0	152	84 5 2
		70	25 3 4
Turncroft, St. John's Ch. 11	- - -	181	100 11 2
		37	13 8 10
Turton - Ch. 3	- - -	138	74 18 10
		74	26 5 0
Tyldesley - Ch. 4	948 0 0	432	241 18 2
		16	5 0 0
Ulneswalton N.	35 0 0		
Ulverstone - N. 7	*150 0 0	532	248 0 8
	124 4 6		
Ulverstone - W. 4	- - -	91	36 10 4
Unsworth - N. 6	452 0 0	87	48 17 10
Unsworth - W. *c*			
Upholland, Grammar, (Lower Division) 12	- - -		*b*
Upholland, Lord Crawford's Ch.			
Upholland - N. 12	198 0 0	42	12 9 4
Upholland Moor - N. 12	108 5 4	78	35 13 6
		10	4 6 8

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
470	Urmston Ch. 10	225 12 0	89	44 9 4
486	Urswick - Ch. 6	- - -	53	24 15 0
470	Walkden Moor N. 9	- - -	364	199 2 8
			29	3 12 6
469	Walmersley, Ch. Ch. - N. 6	*150 0 0	118	54 9 8
			24	8 0 0
482	Walmer Bridge B. 4	- - -	112	57 6 6
			16	5 0 0
468	Walmsley - N.	*200 0 0		
	" - "	150 0 0		
462	Walton Breck, Trinity - N. 2	420 10 0	246	118 4 11
482	Walton, Higher Ch. 11	- - -	136	92 1 4
482	Walton-le-Dale N. 10	*300 0 0	197	134 0 2
	" "	149 0 0		
462	Walton-on-the-Hill - - N. 11	- - -	102	44 10 2
476	Wardle - N. 6	270 0 0	109	50 19 4
476	Wardle - W. 2	- - -	61	34 9 3
466	Wargrave - N. 10	588 5 1	194	93 14 8
466	Warrington B. 10	532 10 0	242	126 7 2
466	Warrington, Model - P. 10	*500 0 0		
	" - "	31 1 0	553	299 4 4
466	Warrington, Model, Girls and Infants N. 10	676 10 0		
466	Warrington, Heathside (St. Pauls' and Trinity - N. 11	442 0 0	521	286 13 0
			57	25 15 10
466	Warrington, St. Alban's, Boys - R. 5	- - -	157	85 13 0
466	Warrington, St. Alban's, Girls and Infants - R. 5	639 0 0	197	97 7 0
466	Warrington, St. Ann's Ch. 10	415 0 0	176	83 11 10
466	Warrington, St. Paul's (Bank Quay) - Ch. 11	100 0 0	59	8 7 8
466	Warrington, St. Paul's, Newton Street, Infant - Ch. 11	95 0 0		*b*
469	Warth Mills B. 7	- - -	63	36 19 6
			63	23 15 10
485	Warton, Girls and Infants B. 4	- - -	65	20 11 7
485	‡Warton, Parish Grammar.			
475	Waterhead - N. 5	232 13 4	230	156 7 6
			79	28 4 2
462	Waterloo, Ch. Ch. - N. 5	211 0 0	101	48 17 3
462	Waterloo - W. 1	- - -	107	52 1 6
462	Wavertree (Trinity) - Ch. 9	506 1 3	256	122 10 3
462	Wavertree, Infants - B. *d*			
462	Wavertree, St. Mary's Ch. 9	- - -	76	36 4 8

a School closed for a time. *b* Due, but not paid. *c* School closed. *d* School sold.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
483	Weeton - N.			
480	Wensley Fold N.	245 0 0		
475	Wernerth, Elementary - B. 7	- - -	77	30 7 6
462	West Derby - P. 10	1,567 16 0	291	155 17 4
462	West Derby - U.			
468	Westhoughton P. 4	612 0 0	129	68 18 9
			31	11 16 10
468	Westhoughton, Daisy Hill, Infants - N.	43 0 0		
467	Westleigh - N. 2	- - -	135	89 3 4
			30	9 3 4
467	Westleigh Mill N. 2	- - -	147	71 3 6
			34	7 13 4
479	Whalley - N. 4	*40 0 0	64	35 4 6
	" - "	183 0 0	13	4 5 10
481	Wheelton - N.	50 0 0		
481	White Coppice N.	75 0 0		
485	Whittington, Boys - - N. 6	- - -	34	12 10 0
485	Whittington, Girls - - N. 6	- - -	53	29 12 4
481	Whittle-le-Woods N. 2	*53 0 0	139	50 7 2
	"	77 10 6		
476	Whitworth - N. 6	- - -	99	56 6 8
463	Widnes Dock N. *a*	30 0 0		
463	Widnes Dock, St. Mary's - N. 10	235 0 0	323	153 7 10
463	Widnes Dock, St. Marie's R. 5	302 10 0	239	127 2 10
			28	10 8 4
465	Wigan, All Saints' - N. 11	248 0 0	127	33 18 3
			12	3 8 4
465	Wigan, Blue Coat - - N. 11	513 10 0	370	170 19 4
			65	32 19 2
465	Wigan - Pres. 4	120 0 0	138	46 4 2
465	Wigan, St. Catherine's N. 11	*450 0 0	174	68 3 0
			25	10 19 2
465	Wigan, St. George's - N. 11	*306 0 0	*b*	
465	Wigan, St. John's - R. 4	144 13 4	382	194 17 10
			59	32 14 2
465	Wigan, St. Joseph's - R.			
465	Wigan, St. Mary's - R. 4	126 11 6	235	111 16 4
			37	25 14 2
465	Wigan, St. Patrick's - R. 4	920 0 0	437	188 16 11
			39	23 5 10
465	Wigan, St. Thomas' - N. 12	578 8 0	235	88 18 1
			41	14 10 10
465	Wigan - - W. 5	1,644 0 0	120	48 5 2
			16	5 18 4
468	Wingate, St. John's - N. 4	47 15 0	117	74 4 10
			20	9 1 8
471	Withington, St. Paul's - N. 3	100 0 0	108	43 18 10
481	Withnell Mill W. 3	- - -	81	47 8 6
480	Witton, St. Mark's - N.	204 0 0		
482	Woodplumpton N. 5	226 17 6	69	37 18 2
			18	6 15 0
478	Wood Top (Habergham Eaves) - N. 2	197 0 0	153	32 16 10
463	Woolton, Little N. 10	137 0 0	191	20 12 11
463	Woolton, Much N. 6	300 0 0	264	113 6 4
463	Woolton - R. 3	- - -	169	94 16 7
			37	*c*12 4 2
470	Worsley - N. 9	- - -	257	135 11 10
			51	20 9 2
470	Worsley, Edgefold, Infants N. 9	- - -	48	25 9 0
470	Worsley, Ellenbrook, Inft. N. 9	- - -	74	25 11 9
470	Worsley, Roe Green, Inft. N. 9	- - -	37	19 3 2
			27	10 19 2
478	Worsthorn - N. 3	- - -	145	85 9 0
			58	20 8 4
485	Yealand, Conyers - - N. 6	76 0 0	39	21 0 8
485	Yealand, Conyers - - B. 4	- - -	61	24 12 7
	LEICESTERSHIRE.			
416	Anstey - Ch. 6	- - -	118	43 0 8
414	‡Appleby - B. *d*			
408	Arnesby - N.	77 0 0		
418	Asfordby - Ch. 4	- - -	81	36 1 7
			7	3 5 10
414	Ashby-de-la-Zouch - N. 4	*250 0 0	256	134 9 8
	" "	60 0 0		
414	Ashby-de-la-Zouch, Endowed Grammar.			
408	Ashby Magna Ch. 2			
411	Aylestone - N. 5	75 0 0	63	25 1 8
414	Bardon Park B. *a*			
416	Barkby - P. 3	- - -	58	26 1 0
			11	3 10 10
443	Barkestone - N. 5	- - -	68	19 11 8
416	Barrow-upon-Soar - Ch. 5	200 0 0	101	42 11 10
412	Barwell - Ch.			
416	Belgrave - N. 3	*60 0 0	169	65 0 1
	" - "	326 0 0	74	24 11 8
415	Belton - - N. 3	82 0 0	66	35 19 8
416	Birstall - N. 3	165 0 0	80	40 15 0
411	Blaby - - N. 5	128 13 6	95	37 0 0
			22	8 18 8
414	Blackfordby N.	20 0 0		
427	Bottesford - N. 5	418 3 0	72	32 18 0
409	Bowden, Great N. 6	*60 0 0	62	24 6 1
418	Branstone - N.	70 0 0		
414	Breedon-on-the-Hill - N.			
408	Broughton Astley - N. 7	95 0 0	59	15 13 8
418	Buckminster N.	40 0 0		
412	Burbage - N. 6	- - -	120	63 13 8
			24	9 6
412	Burbage - W. 5	- - -	41	20 6
410	Burton Overy N. 7	- - -	41	19 13 8
			10	2 11
444	Castle Donnington - P. 3	620 0 0	176	101 1

a School closed. *b* Due, but not paid. *c* Evening school grant for 1867. *d* School not existing.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LEICESTER—*cont.*	£ s. d.		£ s. d.
Coalville - N. 3	*70 0 0		
„ - „	120 0 0	97	50 14 0
Coalville - B. 5	- - -	203	104 4 6
Croxton Keyrial - - N.	75 0 0		
Dalby, Old - B. 5	- - -	86	54 8 8
Diseworth - Ch. 2	190 0 0	37	12 18 4
Earl-Shilton N. 7	389 14 0	166	79 18 10
		14	4 18 4
Eaton - - P.			
Edmondthorpe N. 4	- - -	42	11 17 2
Enderby - N. 7	411 0 0	106	38 2 10
		47	16 0 10
Frisby-on-the Wreak - N.	121 5 9		
Gilmorton - N. 6	120 0 0	97	47 10 2
		12	3 11 8
Glenfield, Mixed N. 7	- - -	50	23 6 8
		23	6 19 2
Glenn, Great Ch. *a*			
Grace Dieu, Mixed Village - - R. 5	- - -	103	65 0 6
		13	4 14 2
Griffydam - W. 5	349 16 8	129	63 4 6
Groby - - Ch. 7	- - -	64	35 7 2
Harby - - N. 4	290 0 0	46	16 3 8
Hathern - N. 3	254 0 0	80	42 17 8
Heather - N.	40 0 0		
Higham-on-the-Hill - N. 6	*46 0 0	53	26 9 10
„ „	23 12 6		
Hinckley - N. 6	- - -	142	56 10 0
		39	13 0 10
Hinckley, Congregational 4	- - -	68	37 8 2
		21	9 14 2
Hinckley, Holy Trinity - N.	220 0 0		
Hose - - N. *b*	80 0 0		
Hugglescote N. 3	272 10 0	86	34 14 8
Hugglescote and Donington - - N.	*51 0 0		
Humberstone N. 3	- - -	45	18 4 2
		8	1 0 0
Husband's Bosworth - N. 6	405 0 0	95	54 3 2
		15	5 19 2
Ibstock - N. *a*			
Ibstock - B. 5	143 5 0	90	42 11 6
Kegworth - N. 3	133 0 0	120	59 1 9
Kibworth Beauchamp N. 7	147 0 0	73	31 11 6
KilworthNorth N.			
Kilworth, South - N.	*40 0 0		
„ „	77 0 0		
Kimcote - N.			
Kirby Muxloe Ch. 3	- - -	44	26 16 10
		11	4 2 6
Knighton - N. 5	45 0 0	50	9 5 2
Knipton - N. 5	- - -	75	46 0 0
Knossington Ch. 4	- - -	36	20 16 8
Leicester (Archdeacon Lane), Infants - B.	*100 0 0		

a Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LEICESTER—*cont.*	£ s. d.		£ s. d.
417	Leicester, Central County, St. Nicholas' N. 11	- - -	280	127 17 8
417	Leicester, Ch. Ch. - - N.	150 0 0		
417	Leicester (Curzon Street) N.	237 3 4		
417	Leicester (Great Meeting), Day 5	- - -	573	302 15 2
417	Leicester (Hill Street) - B. 5	*750 0 0		
	„ „ „	235 0 0	773	424 17 6
417	Leicester, Humberstone Road - - W. 5	- - -	210	81 12 8
417	Leicester, Kent and Conduit Street Ch. 11	- - -	153	91 2 0
417	Leicester (Knighton Street) N. 11	- - -	239	151 16 3
417	Leicester, Paradise Row, Inft. 11	- - -	83	32 4 3
417	Leicester - U.			
417	Leicester, St. Andrew's - N. 11	485 10 0	315	228 4 8
			78	24 11 1
417	Leicester, St. John's - N. 11	- - -	416	160 17 11
			77	18 19 2
417	Leicester, St. Margaret's N. 11	*425 0 0	521	359 18 11
417	Leicester, St. Margaret's, Caroline Street, Infants - N. 11	- - -	134	79 4 5
417	Leicester, St. Martin's,	- - -	311	219 11 7
	Charity - N. 11		115	30 0 10
417	Leicester, St. Mary's, Old P. 11	- - -	236	177 3 7
			20	6 13 4
417	Leicester, Victoria Street, St. Andrew's 11	- - -	159	112 8 4
415	Loughborough, Emmanuel, Boys - - N. 3	- - -	74	25 10 0
415	Loughborough, Emmanuel, Infants - N. 3	411 0 0	214	86 7 0
415	Loughborough, Lancasterian 5	163 0 0	389	111 12 0
			42	10 15 0
415	Loughborough R. 5	- - -	101	51 5 8
415	Loughborough W.	*b*		
409	Lubenham - N. 6	527 0 0	49	21 7 1
			12	3 14 8
408	Lutterworth (Girls) - Ch. *a*			
409	Market Harborough - N. 6	*100 0 0	197	101 18 8
	„ „ „	109 3 4	33	12 12 6
409	Market Harborough - B.	*205 0 0		
413	Markfield Ch. 5	158 7 6	120	49 14 5
418	Melton Mowbray - - B. 5	- - -	331	165 7 4
418	Melton Mowbray, Free N. 4	20 0 0	246	101 0 8
			15	8 4 2

b School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LEICESTER—*cont.*	£ s. d.		£ s. d.
418	Melton Mowbray, Inft. Ch. 4	100 0 0	54	21 4 5
414	Moira - - Ch. *a*			
	Mount St. Bernard, Agricultural Colony, Reformatory R.			
413	Nailstone - N. 5	- - -	45	18 14 7
413	Nailstone, Infants - - N.			
410	Newton Harcourt - Ch. 4	- - -	46 15	23 11 0 5 15 10
411	Oadby - - N. 9	220 0 0	61	2 7 11
413	Peckleton, Juvenile Reformatory.			
416	Queniborough N.	85 0 0		
416	Quorndon - N. 5	*48 0 0		
	" - "	89 10 6	120	56 19 0
416	Rearsby - Ch.			
427	‡Redmill - N.			
416	Rothley - N.	*69 0 0		
	" - "	17 3 4		
418	Scalford - N. 4	20 0 0	37	9 17 6
412	Sharnford - N. 6	79 0 0	49	21 5 2
415	Sheepshed - N. 3	*200 0 0		
	" - "	112 7 11	276	130 10 6
415	Sheepshed - R.			
397	Sheepy Magna N. 5	108 0 0	39	16 13 4
416	Sileby - - N. 5	578 0 0	104	62 2 10
416	Sileby, St. Gregory's - R. 5	- - -	54	26 5 2
413	Stapleton - N. *b*	75 0 0		
418	Stathern - N. 7	- - -	59	6 15 9
412	Stoke Golding, Grammar - -	40 0 0		
418	‡Stonesby - N.			
414	Swannington N. 4	276 12 0	72	23 3 11
414	Swepstone - N.	40 0 0		
416	Syston - P. 3	- - -	176	77 17 4
409	Theddingworth Ch. 6	- - -	28	6 16 6
414	Thringstone N.	73 9 4		
411	Thurlaston - N. 7	444 6 0	81	38 18 4
416	Thurmaston N. 3	180 6 0	145 30	69 10 0 8 11 8
418	Twyford - N. 3	76 0 0	40 12	20 17 4 4 1 8
418	Twyford - W. 5	- - -	27	19 5 6
418	Waltham-on-the-Wolds N. 4	150 0 0	103	52 9 9
415	Whatton, Long N. 3	- - -	98	52 15 0
414	Whitwick - N. 3	*45 0 0	181	69 8 0
	" - "	754 19 4	26	9 5 0
411	Wigston, Great N. 7	137 10 0	156 22	66 11 6 6 1 8
411	Wigston, Gt. B. 5	- - -	135	80 3 2
416	Woodhouse - N.	*66 0 0		
416	Woodhouse Eaves - - N. 5	118 0 0	136	63 12 1
414	Woodville - N. 4	191 6 8	84	39 16 8
415	Wymeswold N. 2	139 0 0	83	27 5 0
418	Wymondham Ch. 4	- - -	52	22 8 2
	LINCOLNSHIRE.	£ s. d.		£ s. d.
430	Alford - - N. 5	194 18 6	226 15	85 9 1 3 5 7
433	Alkborough N. 11	- - -	44 *c* 48	23 4 3 31 8 6
430	Anderby - Ch. 5	- - -	20	9 2 6
433	Appleby - N. 11	- - -	74 *c* 78	35 15 1 38 14 -
429	Asterby Achams - Ch. 2	152 10 0	81	36 14 -
428	Bardney, Kitching's Charity.			
428	Bardney - W. 2	391 0 0	89	31 15 -
442	Barkstone - N.	*50 0 0		
427	Barrowby - Ch. 11	- - -	105	25 4 -
433	Barton-on-Humber - N. 10	421 6 8	186	83 16 -
433	Barton-on-Humber - W. 2	616 15 0	183	92 11 -
442	Bassingham N. 1	244 0 0	64 6	28 5 - 2 11
442	Bassingham W. 1	279 0 0	75	39 13 -
432	Beesby - - N.	15 0 0		
431	Belleau and Aby - - N. 3	165 10 0	104	59 6 -
442	Bennington, Long - - N.	243 0 0		
425	Bicker - - N.	72 0 0		
431	Binbrooke - N.	100 0 0		
426	Blankney - N. 1	- - -	21	11 19 -
434	Blyton - N.	75 0 0		
430	‡Bolingbroke New - - N.			
430	Bolingbroke, Old, and Hareby, Girls N.	65 0 0		
430	Bolingbroke, Old, Mixed N.	45 0 0		
425	Boston - - N. 6	632 17 8	239	113 8 -
425	Boston - - B. 3	28 19 5	206	118 16 -
425	Boston, East, Infants - 6	- - -	73	34 15 -
425	Boston - - W. 3	458 7 0	164	102 14 -
425	Boston, St. James', West Church - N. 6	- - -	283	130 18 -
433	Bottesford - N. 4	100 0 0	57	27 9 -
422	Bourne (East-gate), Mixed, Infants - 3	- - -	59	21 12 -
442	Brant-Broughton - - W. 1	- - -	53	19 17 -
432	Brocklesby Park - - N. 11	- - -	95	51 3 -
430	Burgh - - W. 2	219 10 0	50	32 4 -
430	Burgh-le-Marsh N. 5	- - -	91 20	48 9 - 5 5 -
427	‡Burton Coggles P.			
434	Butterwick, West - Ch. 4	- - -	37 7	17 17 - 2 9 -
432	Caistor - N. 3	456 0 0	125	57 18 -
442	Carlton-le-Moorlands N.			
431	Carlton, Little, Infants - N.	90 0 0		
432	Claxby - - N.			

a Removed from inspection. *b* School closed. For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868.) Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868.) Amount.
LINCOLN—*cont.*	£ s. d.		£ s. d.
Claypole - N. 2	116 5 8	62	32 17 2
Cleethorpe - N. 10	349 1 5	*a*	
Cockerington N.	42 0 0		
Colsterworth N. 5	- - -	92	51 0 3
Coningsby - N.	*60 0 0		
‡Coningsby - W.			
Covenham, St. Mary's - N. 3	29 1 0	61	39 12 2
Croyland - N. 2	- - -	87	20 19 4
Deeping, St. James' - N. 7	- - -	96	51 14 8
Deeping, West, Charity - Ch. 7	- - -	36	
Doddington N. 1	- - -	32	19 4 8
Donington-on-Baine - N.	190 0 0		
Dorrington - Ch. 7	- - -	60	25 0 0
Dunholme - Ch. 11	- - -	*c*25	13 16 2
		*c*32	15 5 0
Dunston - N.	45 6 8		
Epworth - N. 4	93 10 0	66	30 1 4
Ewerby - Ch. 7	- - -	64	34 13 4
Ferry, West W. 2	- - -	66	38 12 0
Fiskerton - N. 11	278 0 0	33	5 2 11
Foston - N.	84 0 0		
Friskney, Endowed - Ch. 6	350 0 0	105	18 15 0
Fulletby - N.	115 0 0		
Gainsborough, Boys - N. 5	168 0 0	127	66 9 10
		40	12 19 1
Gainsborough, Girls - N. 5	- - -	71	21 6 5
Gainsborough, Infants - N. 5	- - -	110	48 8 10
Gainsborough W. 2	250 0 0	191	96 6 0
Gayton-le-Marsh - N.	*31 0 0		
Gedney, Drove End - - Ch. 7	264 0 0	43	16 12 6
Gedney Hill P.	286 0 0		
Glandford Brigg N. 4	425 0 0	155	72 17 8
		15	6 2 6
Gonerby, Great N. 11	- - -	53	22 13 6
Gosberton - N.	256 19 4		
Goxhill - W. 2	360 0 0	100	62 1 4
Grantham - N. 3	1,528 0 0	350	172 6 8
		119	29 9 2
Grantham - B. 10	*100 0 0	131	68 15 4
" - "	25 11 4		
Grantham (Brownlow), Infants - Ch. 3	*105 0 0	96	44 4 4
" " "	150 0 0		
Grantham (Little Gonerby), Infants - - N. 3	- - -	161	61 12 0
Grantham, Hurst's Charity - - *d*			
Grantham, St. Mary's - R.			
Grantham (Welby) Infants N. 3	308 0 0	138	59 11 0
Grasby - N. 3	- - -	28	14 2 0
		9	1 1 8
LINCOLN—*cont.*	£ s. d.		£ s. d.
421 ‡Greatford - N.			
432 Grimsby, Great (Boys and Girls) N. 10	344 18 9	135	81 4 8
		45	13 14 2
432 Grimsby, Great R.			
432 Grimsby, Great W. 2	1,050 0 0	492	233 15 2
433 Gunhouse - N. 4	- - -	17	5 15 10
426 Hale Magna Ch. 3	- - -	52	26 6 10
433 Halton, East P.	18 0 0		
430 Halton Holegate - - N. 5	135 0 0	60	27 3 6
428 Harmston - N. 1	155 7 0	46	24 7 2
432 Hatcliffe - W.	255 0 0		
434 Haxey - - Ch. 2	- - -	20	
426 Heckington N.	108 0 0		
428 Heighington, Girls - - N. *e*			
426 ‡Helpringham N.			
427 Heydour - N. 1	- - -	28	12 13 10
430 Hogsthorpe N. 5	400 0 0	69	29 14 2
424 Holbeach, Girls - - N. 7	75 0 0	76	30 13 6
424 Holbeach, St. John's - N. 7	75 0 0	44	9 13 5
433 Holland, New N. 10	- - -	91	37 17 0
428 Holton-le-Bickering Ch. 12	- - -	26	11 4 8
429 Horncastle - N. 2	46 10 0	217	98 7 2
429 Horncastle - W. 3	787 0 0	150	73 1 6
429 Horsington - N.	197 2 6		
427 Hough with Brandon and Gelston - P. 1	- - -	34	13 10 0
433 Howsham - B. 2	- - -	53	26 14 2
430 Huttoft - N.	39 0 0		
430 Keal, West - N. 5	- - -	56	29 11 2
		15	6 4 2
432 Kelsey, South, Ch. 2	- - -	55	24 18 6
426 Kirkby-la-Thorpe and Asgarby - Ch.	106 5 0		
433 Kirton-in-Lindsey - N.	*67 0 0		
426 Kyme, North B. 3	- - -	47	18 7 0
426 Kyme, South Ch. 1	- - -	58	26 7 0
432 Laceby - N. *f*			
432 Laceby, Stanford's Charity N. 10	- - -	107	*b*
432 Laceby - W. 2	- - -	51	23 9 10
422 Langtoft - Ch.			
428 Langworth-in-Newbold - Ch.	249 8 0		
426 Leadenham - N. 3	- - -	72	38 19 10
		6	1 18 4
425 Leake (New and Old) - - B. 3	360 0 0	82	47 15 10
425 Leake, New - W. 3	180 0 0	39	12 5 1
431 Legbourne (Boys) N. 3	80 15 0	48	34 6 1
		19	6 14 2
432 Legsby - - N.	40 0 0		

a, but not paid. *b* Refused under Article 52 *d*. *c* For two years. *d* Merged into the National School.
e School given up. *f* Amalgamated with Laceby, Stanford's Charity, N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LINCOLN—*cont.*	£ s. d.		£ s. d.
428	Lincoln - B.	206 0 0		
428	Lincoln, St. Martin's - P. 12	- - -	128	53 13 5
428	Lincoln, Central - - N. 12	- - -	283	129 8 4
428	Lincoln, North District - N. 12	397 10 0	208	94 18 0
428	Lincoln, Practising - N. 12	190 2 6	108	51 12 7
428	Lincoln, Miss Cookson's - N. 12	- - -	110	55 1 2
428	Lincoln - W. 2	1,427 0 0	510	276 9 2
432	Linwood - N. 3	- - -	22	15 12 3
432	Lissington - N. 3	160 0 0	42	25 4 2
431	Louth - - N. 3	*205 0 0	201	126 2 8
			31	12 12 6
431	Louth, Infants N. 3	- - -	153	77 9 0
431	Louth - - B. 2	618 0 0	242	143 17 7
431	Louth, Trinity N. 3	- - -	226	129 12 8
431	Louth - - W. 2	620 0 0	114	62 13 10
431	Ludborough, St. Mary's Ch. *a*	150 0 0		
433	Manton - N. 4	155 0 0	27	14 11 10
432	Market-Rasen N. 3	182 9 2	166	84 9 4
			29	9 14 8
431	Marsh Chapel N. 3	*60 0 0	87	42 15 6
434	Marton - N.	82 0 0		
433	Messingham N. 4	110 7 10	69	38 17 10
428	Metheringham N. 1	144 5 0	38	9 16 9
428	Metheringham W. 3	- - -	66	28 12 10
			7	2 10 10
422	Morton (Bourn) N. 3	- - -	63	7 15 1
428	Navenby, Girls Ch. 1	- - -	54	22 11 8
428	Nettleham - N. 12	399 0 0	110	57 17 4
434	Newton-on-Trent - P.			
432	Newton-on-the-Wolds - N.	40 0 0		
428	Nocton - Ch. 1	- - -	40	*b*
434	Northorpe - N.	48 0 0		
430	Orby - - N.	*28 0 0		
430	Ormsby-cum-Kelsby - N.			
426	Osbournby - Ch. 4	- - -	107	56 3 4
			12	4 3 4
432	Owersby - P. 3	43 15 0	77	47 2 2
428	Owmby - N. *c*	*36 0 0		
434	Owston - N. 4	81 0 0	63	33 2 4
			15	4 5 10
430	Partney - N. 5	220 0 0	45	13 12 3
423	Pinchbeck, East - - N. 7	140 0 0	121	48 2 2
423	Pinchbeck, St. Matthew's N. 7	- - -	44	13 6 2
423	Pinchbeck, West - - N. 7	- - -	78	35 3 2
428	Potterhanworth - N.	196 0 0		
430	Raithby - Ch.	54 3 9		
428	Repham - Ch.			
431	Reston - P.	96 0 0		
429	Revesby - P. 5	- - -	72	38 17 1
			8	2 13
422	Rippingale - Ch. 3	- - -	61	34 18
			7	0 17
426	Rowston - N.	78 10 0		
426	Ruskington N. 3	- - -	130	51 7
431	Saleby - N.	50 0 0		
431	Saltfleetby, Parish - N.	64 0 0		
433	Saxby - - N. 3	- - -	38	23 2
			7	2 15
428	Saxilby - N. 1	180 9 3		
442	Scarle, North N. *a*			
434	Scottor and Scotton - N. 4	*100 0 0		
	„ „	126 0 0	56	26 3
430	Skegness - N.			
428	Skellingthorpe N. 1	224 8 0	71	3 5
430	Skendleby - N.	60 0 0		
427	Skillington - N. 5	- - -	68	40 9
			9	3 7
425	Skirbeck - N. 6	190 0 0	120	51 11
425	Skirbeck, St. Nicholas' - N. 6	110 5 0	58	23 4
426	Sleaford, Infants - - N. 7	432 0 0	72	36 3
426	Sleaford, New (Alvey's Charity) - N. 7	227 0 0	130	40 12
426	Sleaford, New W. 10	242 3 1	139	59 0
432	Snitterby - N. 3	- - -	36	18 5
431	Somercotes, North - Ch. 3	- - -	99	40 11
428	Southrow - Ch.	234 0 0		
423	Spalding - N. 7	561 18 5	275	137
423	Spalding - B. 3	*180 0 0	166	62 1
	„ „	116 0 0		
430	Spilsby - N. 5	596 0 0	107	56
			19	6 1
427	Spittlegate - N. *a*	89 3 4		
427	Spittlegate - W. 10	- - -	282	120 1
421	Stamford, St. George's - N. 3	- - -	82	37 1
421	Stamford, St. John's - N. 3	- - -	116	50
421	Stamford, St. Michael's - N. 3	- - -	133	63 1
430	Stickford - N. 5	93 0 0	22	2 1
434	Stow (Gainsborough) - N. 4	- - -	50	21
425	Sutterton - N. 7	193 5 0	52	25
424	Sutton Bridge, St. Matthew's Ch. 7	300 0 0	39	14
430	Sutton-le-Marsh N. 5	- - -	28	8
424	Sutton, Long, Girls - - N. 7	- - -	90	43
424	Sutton, Long B.	*168 0 0		
424	Sutton, St. Nicholas' - N.	84 0 0		
431	Swaby - - N.	208 0 0		
442	Swinderby - Ch. 1	- - -	59	30
429	Tattershall - N. 2	242 12 0	54	19

a School closed. *b* Refused under Article 51*a*. *c* Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LINCOLN—*cont.*	£ s. d.		£ s. d.
Tealby D'Eyncourt.			
Tetford - N. 2	- - -	58	30 10 10
Tetford - W. 3	57 12 8		*a*
Tetney - W. 2	318 0 0	53	14 19 2
Thoresby, North W. 2	341 0 0	67	42 13 6
Timberland - N. 6	66 5 0	38	18 6 8
Toynton, All Saints' - N.	100 0 0		
Trusthorpe - N. 3	- - -	34	18 4 4
Tydd, St. Mary's, Girls & Infts. N. 7	290 0 0	41	16 9 10
Uffington (Earl Lindsey's) - N.			
Ulceby - N. 11	222 2 0	94	38 15 10
		11	2 18 4
Waddington Ch. 1	176 0 0	62	29 13 2
Wainfleet, All Saints' and Northolme N. 6	351 0 0	107	50 12 6
Wainfleet, All Saints' and Northolme, Infant - N.	77 0 0		
Wainfleet, St. Mary's - N. 6	- - -	69	33 1 0
Wainfleet - W. 2	- - -	41	18 4 2
Waltham - W. 2	380 0 0	53	31 13 11
Welbourn - Ch. 3	- - -	47	21 6 4
		22	7 1 8
Wellingore - N. 3	45 0 0	76	28 12 10
		9	2 14 2
Welton - P. 12	- - -	81	43 0 11
Welton-le-Wold N. 3	*25 0 0	48	25 1 4
" "	275 8 0	6	2 10 0
Weston, St. Mary's - N. 7	- - -	47	41 14 9
		4	1 5 0
Whaplode Drove - N.	61 19 6		
Wildmore Fen, Gipsy Drove N.	216 0 0		
Willoughton N. 3	142 0 0	74	41 15 10
Winteringham N. 11	168 0 0	*b* 68	28 5 6
		59	15 18 7
Winterton - N. 11	*90 0 0	63	30 19 6
" "	68 4 8		
Winterton - W. 2	226 8 0	83	42 15 6
Winthorpe - N. 5	- - -	32	6 0 5
Withern - N. 3	230 5 0	77	35 17 8
		6	0 15 0
Wootton - N. 10	- - -	43	20 2 10
		10	4 5 0
Wootton (Ulceby Junction) - W. 2	- - -	34	14 7 10
Wragby - Ch. 12	- - -	49	21 5 5
Wrawby - N. 4	158 0 0	72	36 10 4
		8	2 18 4
Yarburgh - P.	55 15 6		
MIDDLESEX.			
Acton - - N. 9	325 15 0	290	149 18 8
Acton, East, Infants - Ch. 9	- - -	37	17 16 6

No. of Dist. or Union in Census Tables.	Name and Denomination of Schcol, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
134	Acton Green, Infants - Ch. 9	- - -	68	32 17 6
134	Acton - - W. 3	- - -	40	19 1 6
9	Agar Town, Boys - - N. *c*			
9	Albany Street, Little - R. 1	- - -	126	65 0 4
132	Ashford - N. 5	193 6 8	57	19 1 0
3	Audley Street (North), St. Mark's - N. 7	- - -	336	148 2 6
3	Audley Street (South), Grosvenor Chapel N. 10	- - -	105	42 11 8
14	Baldwin's Gardens - N. 4	38 0 0	223	103 7 10
			33	11 0 10
14	Baldwin's Gardens, St. Bridget's - R. 11	- - -	241	108 11 0
9	Baldwin's Place, St. John's - N. *c*			
19	Barbican, St. Giles' (Jacob's Well Court) B. *c*	*150 0 0		
1	Bayswater - N. 6	- - -	393	194 19 10
1	Bayswater, St. Mary's - R.			
1	Bayswater, St. Peter's - N. 2	332 13 9	137	65 18 8
132	Bedfont and Hatton - N. 6	164 15 0	98	28 2 6
21	Bethnal Green (Abbey St.) B. 3	*750 0 0	715	352 17 4
	" "	968 0 0		
21	Bethnal Green (Castle Street), Gascoigne Place - - B. 6	766 10 0	190	86 9 0
21	Bethnal Green, Church Row N. 2	256 0 0	390	183 6 6
			47	18 14 2
21	Bethnal Green (Club Row), Infants - 2	- - -	73	26 12 2
21	Bethnal Green Good Shepherd, Mape Street - B. 4	- - -	110	35 12 0
21	Bethnal Green (Nova Scotia Gardens) - N.			
21	Bethnal Green, St. Andrew's N.	395 0 0		
21	Bethnal Green, St. Bartholomew's - N. 3	1,036 0 0	435	200 11 0
21	Bethnal Green, St. James the Great - N.	424 0 0		
21	Bethnal Green, St. James the Less - - N. 3	1,398 3 0	532	209 0 2
21	Bethnal Green, St. John's - N. 2	693 19 2	279	111 12 6
21	Bethnal Green, St. Jude's - N. 3	500 0 0	141	57 8 0
			57	7 2 6

a School closed during past year, but now reopened.

b For two years.

c School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
21	Bethnal Green, St. Luke's N.	316 2 6		
21	Bethnal Green, St. Matthew's N. 2	537 10 0	273	133 8 0
21	Bethnal Green, St. Peter's - N. 2	573 9 4	188	71 2 10
21	Bethnal Green, St. Philip's N. 3	636 0 0	243	103 10 7
21	Bethnal Green, St. Simon Zelotes' (Bullard Street) - N. 3	423 4 0	370	96 14 6
21	Bethnal Green, St. Simon Zelotes' (Morpeth Street) N.	400 0 0		
21	Bethnal Green, St. Thomas' N. 3	653 16 0	294	128 8 11
21	Bethnal Green, (Twig Folly) B.	*250 0 0		
19	Blackfriars, St. Andrew's Hill - - N.	142 0 0		
7	Blandford Square - R.			
7	Blandford Square Reformatory - R.			
12	Bloomsbury N. 3	- - -	339	136 17 6
12	Bloomsbury (Broad St.), Refuge for Girls.			
12	Bloomsbury, Great Queen St. Refuge.			
25	Bow, Tredegar Road - - W. 1	- - -	172	81 2 6
134	Brentford - B. 4	*250 0 0	393	213 8 0
	" - "	814 0 0		
134	Brentford, Central, Ragged 5	- - -	121	8 12 11
134	Brentford, New - - N. 6	*90 0 0		
	" "	126 10 0	228	98 15 8
134	Brentford, Old - - N.	*85 0 0		
134	Brentford - R.			
14	Britannia Court, Gray's Inn, Industrial.			
25	Bromley, George St. - B. 11	*125 0 0	*a* 155	54 6 10
	" "	10 7 0	*145	64 2 2
25	Bromley, St. Gabriel's, Infants - N. 10	- - -	134	55 7 2
25	Bromley, St. Leonard's - N. 10	357 10 0	351	184 6 10
25	Bromley, St. Michael and All Angels', Boys - - N. 10	- - -	249	131 12 0
			14	3 15 0
1	Brompton - N. 6	470 2 6	199	113 5 4
1	Brompton, Lower Grove, Industrial - R.			
2	Brompton (Marlboro' Square), Boys R. 3	- - -	118	70 3 10
2	Brompton, The Oratory R. 3	- - -	204	105 18 4
1	Brompton, St. Martha's, Reformatory R.			
1	Brompton, West, St. Mary's, Juvenile and Infants - N. 1	- - -	84	45 6 8
5	Buckingham Palace, Royal Mews - 4	*100 0 0	45	*b*
16	Bunhill Row, St. Joseph's R. 5	- - -	335	164 17 4
9	Camden Town N. 3	*100 0 0		
	" " "	525 9 4	270	109 6 8
9	Camden Town, Family Home.			
9	Camden Town (Brook St.), Ragged and Reformatory.			
1	Campden Hill, St. George's N. 3	144 13 9	304	138 5 10
134	Central London District (Hanwell), School of Industry.			
7	Charles St., St. Andrew's, School of Industry.			
16	Charterhouse, St. Mary's, Golden Lane, Free - - 9	5,909 0 0	627	207 0
16	Charterhouse, St. Thomas', Upper and Lower (Goswell Street) N. 9	3,434 14 8		
	Boys' Department, 2nd School, 1st Division -	- - -	176	73 1
			34	4 17
	Girls' Department-	- - -	162	83 14
	Girls' 2nd School - *c*		34	4 5
	Infants' Department -	- - -	111	39 4
			31	7 6
	Boys' 3rd School -	- - -	34	3 0
2	Chelsea, Ch. Ch. - - N. 12	462 10 0	318	134 0

a For two years. *b* No grant claimed. *c* Merged into girls' department.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
MIDDLESEX—*cont.*	£ s. d.		£ s. d.
Chelsea, Markham Street, St. Luke's, Infants Ch. 5	- - -	208	125 12 6
Chelsea, St. Joseph's - R. *a*			
Chelsea, St. Jude's - N. 4	297 13 4	163	66 14 4
Chelsea, St. Jude's, Ragged.			
Chelsea, St. Luke's - P. 5	- - -	600	405 7 9
		49	16 2 6
Chelsea, St. Luke's, Onslow Dwelling, Mixed, Girls - - N. 5	- - -	185	97 14 0
Chelsea, St. Luke's (Park Chapel) - N. 2	14 6 8	448	164 14 6
Chelsea, St. Mark's, Practising - 11	733 0 0	*b* 395	142 5 4
		b 362	146 17 4
Chelsea, St. Mary's - R. 3	- - -	91	44 13 0
Chelsea, School of Discipline.			
Chelsea, Upper, St. Saviour's N. 2	599 10 0	466	188 14 0
Chelsea, St. Simon's - Ch. 4	- - -	122	13 15 2
Chelsea (Sloane St.), Female Home.			
Chelsea (Upper), Trinity - N. 12	*63 0 0	391	179 14 10
" "	177 6 0		
Chiswick, Boys, Girls, and Infants - N. 9	- - -	281	107 8 10
		b 296	123 16 0
		22	6 5 0
City Road, St. Matthew's - N. 11	250 0 0	*b* 177	82 8 8
		b 166	74 2 8
Clerkenwell, Church of the Holy Trinity - R. 11	- - -	298	158 0 6
		146	41 18 4
‡Clerkenwell, Lamb and Flag Ragged.			
Clerkenwell, St. Mark's - N. 3	- - -	329	151 13 6
		20	4 15 0
Clerkenwell, St. Paul's - N. 7	1,083 12 0	195	60 17 1
Clerkenwell, Upper Roseman Street, St. Peter and St. Paul - R. 11	- - -	39	17 2 10
Commercial Road, St. Patrick's - R.			
Covent Garden (Hart Street) - B. 1	*400 0 0	154	65 3 5
" "	41 6 8		*c* 25 0 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
11	Dalston Refuge for the Destitute.			
133	Drayton, West N. 6	471 0 0	110	45 14 4
			11	1 7 6
12	Drury Lane, Charles St. R. 2	3,000 0 0	324	160 11 0
5	Drury Lane, Crown Court Ch. of Scotld. 1	500 0 0	384	168 6 10
6	Dufour's Place, Broad Street, St. Edward's R. 2	- - -	345	191 9 10
134	Ealing - - N. *a*			
134	Ealing - - B. 12	- - -	170	122 13 10
134	Ealing, St. Mary's and Ch. Ch., Infants - - N. 4	179 17 6	74	31 14 8
134	Ealing, Girls, Lady Rawlinson's Charity - -			
7	Edgware Road, John Street, Trinity Chapel *d*			
137	Edmonton - Ch. 7	- - -	22	4 14 4
137	Edmonton, Lower - B. 8	- - -	68	34 2 3
137	Edmonton, Upper, St. James' - Ch.	118 0 0		
137	Enfield - N. 7	- - -	165	101 14 6
			26	10 10 0
137	Enfield - B.	*200 0 0		
137	Enfield Highway, St. James' Chapel - - N. 7	*203 0 0	217	106 0 6
	" "	202 12 5	21	7 10 10
137	Enfield Highway, St. James', Infants (Ponder's End) N. 7	85 0 0	74	32 6 4
137	Enfield, Jesus Chapel (Bull's Cross) - N. 7	75 0 0	88	33 16 3
137	Enfield Lock, Government Factory School 7	- - -	142	76 6 2
			44	22 11 8
132	Feltham - N. 5	121 7 6	37	16 1 4
136	Finchley, East End - - B. 6	60 0 0	74	15 18 3
136	Finchley, Mixed and Infants - Cong. 1	- - -	73	38 1 9
			47	18 14 2
136	Finchley, St. Mary's - N. 4	1,058 15 6	92	35 15 11
136	Finchley, Trinity, Industrial and National -	610 0 0		
20	Finsbury, St. James' (Curtain Road) - N. 2	600 0 0	234	72 1 0

a Removed from inspection. *b* For two years. *c* Retiring pension. *d* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
16	Finsbury, St. Paul's - N.	365 0 0		
16	Finsbury, Whitecross Place, Wilson Street - B.	452 0 0		
16	Finsbury, Wilson Street - W. *a*	20 0 0		
14	Fisher Street, Red Lion Square B.	*334 0 0		
9	Fitzroy Sq. - B. *b*			
136	Friern Barnet N. 7	373 10 0	146	66 17 11
136	Friern Barnet, Cromwell Road - - N.	97 6 3		
1	Fulham, All Saints' - N. 3	150 10 0	308	158 10 2
1	Fulham, St. Mary's, North End - - N.	142 0 0		
1	Fulham, St. Thomas' - R. 4	- - -	252	140 6 8
23	George's, St., in the East, Centenary Chapel - W. 11	- - -	129	48 6 5
23	George's, St., in the East, Ch. Ch. (Walburgh St.), Lower - Ch. 11	1,239 18 5	488 13	229 19 2 3 15 10
23	George's, St., in the East, Middlesex Society's Charity, Cannon St. Road - 11	776 4 0	230	167 15 9
23	George's, St., in the East, Mission - Ch.			
23	George's, St., in the East, Pell Street - R.			
23	George's, St., in the East, St. Mary's (Johnson St.), Upper - N. 11	1,078 0 0		*c*
23	George's, St., in the East, St. Matthew's N. 11	- - -	*c*	*d* 7 10 0
12	Giles', St., in the Fields, (Endell St., Long Acre) N. 4	3,000 0 0	739 26	365 19 6 12 13 4
12	Giles', St., in the Fields, Trinity (Parker Street, Drury Lane) N. 5	- - -	71	12 5 3
12	Giles', St., in the Fields, and St. George's Bloomsbury P.			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
9	Gray's Inn Road (Cromer Street), New Jerusalem - B. 4	- - -	126	65 15 6
135	Greenhill (Harrow) - N. 5	96 0 0	55	26 3 2
21	Hackney Road, Adelphi Chapel, Gloucester Street - B. 3	- - -	343	174 7 0
21	Hackney Road, Ann Place - B.	240 0 0		
11	Hackney (Pleasant Place), Infants - Ch. 2	59 16 10	202	96 16 6
20	Hackney Road (Weymouth Terrace) - B. 6	976 19 4	472	239 1 6
11	Hackney, St. John's, Free and Parochial 2	56 14 6	253	128 14 8
11	Hackney, South Charity - N. 2	- - -	153	77 10 2
11	Hackney, Trewint Industrial Home.			
11	Hackney, West N. 2	*200 0 0	210	67 12 2
20	Haggerstone, Hertford Pl. E.	*50 0 0		
20	Haggerstone, St. Augustine's, Inft. Ch. 1	- - -	171	100 18 0
20	Haggerstone, St. Mary's - N. 1	*240 0 0		
	" " "	159 0 6	267	131 13 7
20	Haggerstone, St Paul's - N. 1	- - -	147	85 7 11
20	Haggerstone, Stonebridge, All Saints' N. 1	407 0 0	148	62 2 10
1	Hammersmith, Asylum of the Good Shepherd Reformatory R.			
1	Hammersmith B. *e*	*150 0 0		
1	Hammersmith, Brook Green, Blyth House Reformatory.			
1	Hammersmith, St. John's - Ch. 3	200 0 0	164	76 19 .
1	Hammersmith, St. Mary's, Practising - R. 2	276 0 0	151	74 12 11
1	Hammersmith, St. Paul's - N. 3	*120 0 0	325	113 17 .
	" "	23 6 8	25	3 2
1	Hammersmith, St. Peter's, Boys - - N. 9	391 0 0	*c*	*d* 7 10
1	Hammersmith, St. Peter's, Girls - - N. 9	- - -	148	33 2 .

a School sold and grant repaid.
b Pension only.
c Due, but not paid.
d Paid under Art. 90[1] (1).
e School not existing.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
MIDDLESEX—*cont.*	£ s. d.		£ s. d.
Hampstead, Ch. Ch. - N. 4	769 6 0	260	141 14 4
Hampstead Family Home.			
Hampstead, St. John's - P. 4	1,386 0 0	251	143 6 6
Hampstead, St. John's Chapel (Downshire Hill) - - N. 4	- - -	109	49 13 4
Hampstead, St. Mary's - R. *a*			
Hampstead, (West End) N.	110 0 0		
Hampton, Girls - - N. 3	- - -	36	5 6 3
Hampton, New - - Ch. 3	- - -	42	29 11 11
Hampton, New, St. James' - N.	62 0 0		
Hampton Wick - - N. 3	30 0 0	107	53 6 0
Hampton Wick, Free *b*			
Hanwell - N. 4	829 16 0	193	114 0 8
Hanworth - N.	90 0 0		
Harlington and Cranford - N. 7	166 0 0	89	37 5 2
Harmondsworth N. 11	92 3 9	82	34 11 10
Harrow - N. 5	*50 0 0	270	136 11 10
" "	504 0 0		
Harrow Weald" N. 5	305 2 0	136	63 9 6
Haverstock Hill, Boys - R. 5	- - -	58	28 8 2
Hayes (Infant) - - N. 6	*60 0 0	88	43 0 2
" "	115 0 0		
Hayes, Triplett's Charity 6	- - -	69	*c*
Hendon - N. 4	779 0 0		*e*
Hendon, All Saints'(Child's Hill) - - Ch. 4	276 0 0	66	21 0 0
Heston, Industrial and National - 6	398 12 6	131	89 18 10
		28	7 13 4
Highbury, Metropolitan Practising - *a*	450 0 0		
Highbury Vale, Ch. Ch. - Ch. 1	*80 0 0	140	69 9 0
" "	199 15 0		
Highbury - W. 11	- - -	259	112 8 2
Highgate - B. 7	- - -	142	55 17 6
Highgate, St. Joseph's - R. 5	- - -	125	57 12 2
Highgate, St. Michael's - N. 4	2,125 0 0	276	130 10 8
		16	6 3 4
Hillingdon, Girls and Infants - N. 5	108 10 10	106	39 10 6

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
133	Hillingdon and Cowley, Boys - - N. 5	31 6 0	96	32 5 7
14	Holborn, St. Alban's - N. 5	- - -	168	36 13 8
14	Holborn (Hatton Garden), St. Andrew's P. 11	- - *d*	210	98 2 8
			213	101 2 8
14	Holborn, St. Andrew's, Trinity District - - N. 4	- - -	88	36 5 10
14	Holborn, St. George the Martyr (Theobald's Road) N. 3	642 0 0		
12	Holborn, St. George the Martyr (Queen Square) - Ch.	577 5 0	121	28 5 2
9	Home and Colonial Model, Mixed - 6	- - -	132	46 6 8
9	Home and Colonial Model, Infants - 6	- - -	156	61 4 6
9	Home and Colonial Practising, Lower 6	- - -	143	54 18 4
9	Home and Colonial Practising, Upper 6	- - -	197	78 16 0
25	Home in the East Reformatory.			
11	Homerton, St. Barnabas' - P. 1	- - -	26	1 11 10
11	Homerton, Ram's, Episcopal.			
137	Hornsey - N. 4	133 0 0	242	114 16 0
137	Hornsey, South, Milton Congregational - 7	- - -	201	18 5 3
134	Hounslow, Subscription - Ch. 3	- - -	208	104 15 10
134	Hounslow, Infants - - 3	- - -	86	37 9 10
134	Hounslow Heath, Mixed N. 6	170 0 0	152	68 4 0
20	Hoxton, New North Road, Mintern St. W. 2	1,360 0 0	635	313 5 4
20	Hoxton, St. John's - N. 1	886 6 8	605	270 2 2
20	Hoxton, Trinity - P. 1	656 5 0	474	200 17 2
			26	3 5 0
134	Isleworth, Endowed Charity - - Ch. 4	- - -	252	49 8 9
			32	9 13 4
134	Isleworth, St. Mary's - R. 4	- - -	43	20 6 2
134	Isleworth, Woodlands, St. John's - N.			
10	Islington, All Saints' - N. 4	548 15 0	415	173 18 2

a School closed. *b* Removed from inspection. *c* Refused under Article 52 *d*.
d For two years. *e* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
10	Islington, All Saints', District, Infants and Sunday -	79 0 0		
10	Islington, Chapel of Ease - - P. 3	30 0 0	647	342 1 10
10	Islington Reformatory.			
10	Islington, St. Andrew's, Infants - N.			
10	Islington, St. Bartholomew's Ch. 1	- - -	71	32 4 0
10	Islington, St. Clement's - N. 11	685 11 5	*a* 354 *a* 475	184 16 8 205 2 4
10	Islington, St. James' (Holloway) - N. 3	*100 0 0		
	" "	1,099 7 6	521	271 15 8
10	Islington, St. John's - R. 3	- - -	243	115 4 0
10	Islington, St. John's (Upper Holloway) N. 4	507 18 0	390	186 2 0
10	Islington, St. Jude's - Ch. 11	1,128 0 0	225	104 17 6
10	Islington, St. Jude's, Elementary 11	- - -	369	97 9 2
10	Islington, St. Mary's - N. 4	1,940 8 4	437	218 0 8
10	Islington, St. Matthew's N. 3	- - -	228	97 16 11
10	Islington, St. Michael's - N. 11	- - -	374	330 10 3
10	Islington, St. Paul's - N. 4	*287 0 0	277	121 16 10
10	Islington, St. Peter's - N. 12	516 0 0	278	122 8 2
10	Islington, St. Stephen's - N. 1	164 3 4	293	137 12 6
10	Islington, St. Stephen's, Infants - N.	375 0 0		
10	Islington, St. Thomas' - N. 4	679 3 9	520 10	239 12 2 4 6 8
10	Islington (South) and Pentonville B. 6	553 0 0	247	146 6 8
10	Islington, Trinity - N. 4	54 0 0	349	161 17 1
10	Islington, Union Chapel (Church Street) - B. 11	*200 0 0	123	74 17 7
9	John Street Chapel (Calthorpe St.) B.	*500 0 0		
7	†John's Wood, St., Family Home.			
7	John's Wood, St. - - R. 2	- - -	189	98 17 2
7	John's Wood, St., St. Stephen's N. 4	65 9 0	253	127 13 1
2	Kensall Green, St. John's - N. 6	440 15 0	261 21	114 7 10 17
1	Kensington, Ch. Ch. (Gore Lane) - N. *b*	120 0 0		
1	Kensington, Free - - 2	- - -	512	89 3
1	Kensington Gore (Park Lane) - - B. *b*	*30 0 0		
1	Kensington Gravel Pits N.	130 0 0		
1	Kensington, Horton St. B.	*200 0 0		
1	Kensington, Jennings' Buildings District - -	241 0 0		
1	Kensington, St. Clement's N. 2	336 8 9	206	101 0
1	Kensington, St. Barnabas and St. Philip (Earl St.) - - P. 6	287 0 0	172	86 13
1	Kensington (Vicarage Place) R.			
9	Kentish Town N. 4	846 0 0	402	130 15
135	Kenton - - N.	33 0 0		
8	Kilburn, St. Mary's - Ch. 4	- - -		
135	Kilburn, Trinity, Boys - - N. 4	354 0 0	307	151 9
135	Kilburn, Trinity, Girls and Infants N.	338 0 0		
132	Lalcham - Ch.			
24A	Limehouse, St. Anne's - N. 12	78 10 0	*c*	*d* 7 10
24A	Limehouse, St. Anne's, Infants - N. 12	499 0 0	*c*	
24A	Limehouse, St. John's - N. 12	935 1 7	506 16	249 10 4 15
24A	Limehouse - W. 2	336 6 8	148	58 19
12	Lincoln's Inn Fields (Gate Street) - R. 2	100 0 0	300	148 13
7	Lisson Grove B.			
7	Lisson Grove, St. Paul's (The Bentinck Schools) 3	1,923 0 0	400	235 7
1	Lisson Grove (New Road), Destitute Girls' and Industrial Refuge.			

a For two years.
c Due, but not paid.
b School pulled down.
d Paid under Art. 90[1] (1).

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
MIDDLESEX—*cont.*	£ s. d.		£ s. d.
London, Aldersgate Ward (Packlington) 6	1,400 0 0	176	*a*
London, Cripplegate, Chapel St. Unitarian Domestic Mission - 6	- - -	226	87 0 0
London, Cripplegate within Ward - 2	- - -	63	11 7 1
London, East (Johnson St.) R.			
London, East (14 Red Lion Street, Wapping) - - R.			
London, East (Shoe Black Society), Refuge and Reformatory.			
London, City of, First School - 3	- - -	103	42 9 4
London, City of, Fourth School (Fire Ball Court), Houndsditch 3	55 6 8	187	50 5 7
London (Fox and Knot Court) - B.			
London, Harp Alley (Farringdon St.) B. 6	- - -	82	33 7 2
†London, Langbourne Ward			
London, North-west Industrial.			
London, North-west Reformatory.			
London, St. Barnabas' (King Sq.) - N. 11	*250 0 0		*b*
London, St. Bartholomew's (Moor Lane) Ch. *c*			
London, St. Dunstan's in the West - N. 2	- - -	134	55 17 4
London, City of, (Shoe Lane, Holborn) Second School - 3	71 10 0	156 19	59 7 2 6 9 2
London, South-east, City, Infants - 12			
London, Tower Ward, Charity. 9			
Maida Hill Industrial Refuge.			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
5	Martin's, St., in the Fields (Adelaide Place) - N. 3	60 0 0	518	260 15 6
5	Martin's, St., in the Fields, Northern - N. 3	1,334 1 6	359	167 17 6
7	Mary-le-bone, Bell Street, Ragged.			
7	Mary-le-bone, Central - N. 5	2,500 0 0	581	293 19 8
7	Mary-le-bone, Christ's Chapel - - N. 2	*165 0 0		
	" " "	67 0 0	445	213 2 4
7	Mary-le-bone, Ch. Ch. - N. 2	- - -	507	230 7 4
			30	12 10 0
7	Mary-le-bone, (Eastern)	- - -	624	326 8 6
	All Souls', Infants, &. N. 4		47	16 14 2
7	Mary-le-bone, Grotto Passage, Ragged.			
7	Mary-le-bone, Hampden Gurney N. 4*d*	- - -	471	274 16 6
			35	12 14 2
7	Mary-le-bone, Hill Street, Dorset Sq., Reformatory.			
7	Mary-le-bone U.			
7	Mary-le-bone Pres.	*e*		
7	Mary-le-bone, Quebec Chapel, Girls' - N. *d*			
7	Mary-le-bone Road - - R. 1	- - -	273	120 17 10
7	Mary-le-bone, St. Barnabas N. 2	- - -	83	36 6 11
7	Mary-le-bone Lane, St. James' - R. 1	- - -	428	215 17 10
7	Mary-le-bone, St. Luke's (Nutford Place) - N. 4	1,465 0 0	364	181 5 2
7	Mary-le-bone, St. Mark's N. 3	- - -	173	86 2 0
7	Mary-le-bone, St. Matthew's - N.			
7	Mary-le-bone, Trinity - N. 5	- - -	629	293 11 8
7	Mary-le-bone, (Western) - N. 3	- - -	475	234 2 2
			13	1 12 6
14	Metropolitan, West, Jews' School (Red Lion Square) - 1	- - -	126	59 0 0
22	Mile End, Latimer Chapel (Bridge Street) - B. 2	120 0 0	153	71 16 4

a Refused under Article 52 *d*. *b* Due, but not paid. *c* Removed from inspection.
d Portman Square N.S., and Marylebone, Quebec Chapel, Girls, N.S., are merged into the Hampden Gurney
e School not existing.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
22	Mile End New Town (Church Street) - B. 1	- - -	245	135 12 2
25	Millwall - B.	252 0 0		
136	Mimms, South N.	*75 0 0		
19	Moorfields, St. Mary's (Bunhill Row) - R. 4	- - -	87	47 10 8
7	Moor Street, Edgware Road - - R.			
137	Muswell Hill, St. James' - N. 4	165 0 0	78	32 16 10
1	Norland and Kensington Potteries - N. *a*	150 0 0		
133	Northolt - Ch. 6	87 15 0	39	18 12 10
133	Northwood - Ch. 4	170 0 0	50	24 2 8
1	Notting Dale B. 3	- - -	149	63 4 4
1	Notting Hill, Horbury - B. 2	- - -	236 10	85 19 5 2 11 8
1	Notting Hill and Kensington - N. *b*	22 2 6		
1	Notting Hill, Pottery Lane R. 3	- - -	83 12	33 12 4 1 10 0
1	Notting Hill, St. Francis' R.			
1	Notting Hill. St. James'- N. 1	293 8 9	347	160 7 6
1	Notting Hill, St. John's - Ch. 9	687 0 0	383	194 6 8
25	Old Ford, St. Stephen's - N. 10	384 0 0	157	73 15 8
16	Old Street Road, St. Mark's - N. 5	410 0 0	282 13	125 17 4 1 12 6
1	Paddington, All Saints'- N. 6	180 0 0	202	96 11 0
1	Paddington Green, St. Mary's - N. 6	*250 0 0	308	99 2 6
1	Paddington, Harrow Road, Woodfield District - N. *c*			
1	Paddington, Home Reformatory.			
1	Paddington, Ranelagh Road Mission - 4	- - -	86	10 1 8
1	Paddington, St. James' and Ch. Ch. N. 2	927 0 0	389	199 8 4
9	Paddington, Ch. John's - N. 1 thorpe Sq.	- - -	226	73 19 9
7	†John's Wood, St., Family Home.	- - -	58 122	7 2 6 56 2 4
7	John's Wood, St. - - R. 2	- - -	189	98 17 8

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
1	Paddington, Holy Trinity N. 6	618 10 0	462	262 16 10
9	Pancras, St. - N. 4	- - -	674	280 6 10
9	Pancras, St., Ch. Ch. (Upper Albany Street) - N. 4	*320 0 0 245 11 4	604 17	268 2 6 3 10 10
9	Pancras, St., Ch. Ch. (Edward St.) - N.	303 18 9		
9	Pancras (Old), St. - - N.			
9	Pancras, St., Euston Road, Industrial Boys' Home.			
9	Pancras, St., Little Howland Street, St. Charles R. 3	- - -	147	72 2 10
9	Pancras, St., Percy Chapel, The Russell School of Industry - *d*	*50 0 0 6 10 0		
9	Pancras, St., Regent Square Church (Dutton Street) N. 10	640 0 0	154	59 19 10
9	Pancras St., All Saints, (Gordon Sq.) N. 11	1,991 2 8		*e*
9	Pancras, St., St. Anselm's R. 3	- - -	45	15 5 4
9	Pancras, St., St. James' District (Hampstead Road) - 9	- - -	216	73 2 5
9	Pancras, St., St. John the Evangelist's N. 6	3,000 0 0	508	237 4 10
9	Pancras, St., St. Matthew's (Bedford New Town) N. 7	599 7 6	274	103 6 9
9	Pancras, St., Somers' Town, Brill Mission - 7	- - -	112	29 11 10
9	Pancras, St., HolyTrinity N. 4	1,001 10 0	450 11	186 16 11 3 4 2
9	Pancras, St., Woburn Chapel - Epis. 9	- - -	245	94 14 2
15	Pentonville, Infants - Ch.			
15	Pentonville, St. Silas', Penton St. N. 10	- - -	96	43 19 6
3	Pimlico, Eaton Chapel - N. 2	- - -	46	17 12 0
3	Pimlico, Ebury Street, Mixed.			

a For two years.
c Due, but not paid.
of Notting Hill, St. James' N.S.
ol sold. *d* School closed. *e* Due, but not paid

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
MIDDLESEX—*cont.*	£ s. d.		£ s. d.
Pimlico, Queen Street, Mrs. Towers' Sch. 6	- - -	86	32 11 11
Pimlico, Ranelagh Road - W. 8	- - -	190	56 2 3
Pimlico, St. Barnabas' - N. 1	410 0 0	259	113 4 2
Pimlico, St. Gabriel's - N. 2	1,102 5 0	455	218 15 10
Pimlico, St. Michael's - N. 2	1,063 0 0	561	265 6 10
Pimlico, St. Peter's - N. 12	- - -	310	130 8 0
Pinner - N. 4	277 14 4	139	83 16 0
		12	3 0 0
Poplar, All Saints', Boys N. 2	- - -	201	80 9 2
Poplar, All Saints', Infants - N. 2	- - -	178	87 8 10
Poplar, All Saints' (Wade Street) - R. 1	- - -	205	93 6 0
Poplar, Ch. Ch. - - N. 2	630 0 0	258	139 9 9
Poplar, Garford St. - Ch. 2	- - -	205	139 10 0
Poplar, Hale St. - - W. 4	- - -	224	123 17 6
Poplar, Ladies' Charity - 1	- - -	47	24 15 11
Poplar, Regent St. - B. 7	- - -	242	*a*
Poplar, Northumberland Street, St. Saviour's - N. 1	963 0 10	508	216 1 8
Poplar and Blackwall, Free - - B. 4	- - -	468	261 19 10
Portland (Riding House St.), Portland Place - B. 2	- - -	370	168 1 2
Portland Town, Infants - Ch. 6	- - -	242	113 2 6
Portland Town, Family Home.			
Portman Chapel (East Street), Marylebone - Ch. 4	1,434 6 0	505	251 18 10
Portman Square - N. *b*			
Portman Square, St. Thomas' N. 5	759 15 0	318	156 10 0
Potter's Bar, St. John's - N. 7	- - -	66	29 2 6
Queen Street, Great - W. 5	1,700 0 0	245	113 9 1
Radnor St., St. Luke's (City Road) W. 6	*225 0 0	509	256 11 8
" " "	937 0 0		
Ratcliffe Cross, St. James' - N.	250 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
135	Roxeth, Ch. Ch. District 5	*c*75 0 0	57	20 3 10
133	Ruislip - Ch. 6	231 5 0	68	28 4 10
14	Saffron Hill, St. Peter's (Onslow Street) - N. 4	187 0 0	241	127 8 0
			17	6 0 10
18	Sepulchre's, St., Boys and Girls (Greenhill Rents, Cowcross) - P. 12	- - -	192	77 6 8
18	Sepulchre's, St. (Within), Ball's Court (Giltspur St., Snow Hill) Boy's - - N. 12	22 10 0	81	15 15 0
18	Sepulchre's, St., Girls (38, King Street, Snow Hill) N. 12	- - -	109	46 9 2
1	Shepherd's Bush, St. Stephen's - P. 3	- - -	161	76 19 8
			16	5 16 8
1	Shepherd's Bush, St. Stephen's (Latymer Road) - N. *d*			
132	Shepperton - N. 6	- - -	45	19 10 8
132	Shepperton, Girls and Infants - N. 6	- - -	73	19 15 0
20	Shoreditch, St. Leonard's N. 10	125 0 0	166	40 10 10
20	Shoreditch, St. Leonard's, Infants - N. 10	- - -	134	54 13 8
20	Shoreditch, St. Leonard's - U.			
9	Somers Town B. 6	929 17 0	290	135 3 8
9	Somers Town, Grenville St. R. 5	- - -	128	61 16 0
			17	2 2 6
9	Somers Town, Middlesex St. - - Pres. 7	- - -	227	100 2 10
133	Southall - N. 5	212 0 0	104	42 10 2
137	Southgate - N. 7	- - -	98	43 6 0
137	Southgate - B. 4	- - -	30	3 4 9
20	Spital, St. Mary's - N.	642 15 0		
22	Spitalfields P. and N. 9	52 10 0	*e*	*f* 2 10 0
22	Spitalfields, Bell Lane Jews 2	- - -	1,668	*a*
22	Spitalfields, Booth St., Infants - N. 9	- - -	79	28 10 4
22	Spitalfields, King Edward's - 3	- - -	357	146 11 8
22	Spitalfields, Refuge for Girls.			

Refused under Article 52 *d*.
Portman Square N.S. and Marylebone, Quebec Chapel, Girls N.S. are merged into the Hampton Gurney Schools.
Grant made under the name of Sudbury in Harrow.
Due, but not paid.
d School closed.
f Addition to grant for 1867.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
22	Spitalfields, St. Ann's (Goulston Street) - R. 3	- - -	155	77 16 8
22	Spitalfields, St. Ann's (Hunt Court) R. 3	- - -	313	156 0 4
22	Spitalfields, St. Ann's (Princes Street) - R. *a*			
22	Spitalfields, (Spicer St.) (Boys) Free St. Ann's R. 3	- - -	176	59 5 0
21	Spitalfields, Spicer St., Unitarian Domestic Mission - 7	- - -	209	114 4 6
22	Spitalfields, Wood St. - B. 3	515 13 4	160	63 2 5
134	Spring Grove District - N. 4	884 0 0	103	54 6 10
132	Staines - N. 5	95 6 0	231	127 10 10
132	Staines - B. 1	- - -	31	15 13 0
132	Staines, Infants.			
135	Stanmore, Great - N. 5	- - -	116	58 16 0
1	Starch Green B. *a*			
22	Stepney, All Saints' - N. 10	419 7 0	202	101 18 4
24A	Stepney - U.			
24B	Stepney, Red Coat, Endowed - N. 10	*200 0 0	416	164 9 6
	„ „	78 13 0		
24B	Stepney, Redman's Row - N. 10	- - -	157	62 18 8
24B	Stepney, St. Paul's - N. 10	1,450 0 0	432	215 18 10
24B	Stepney, St. Peter's - N. 10	50 0 0	320	132 14 4
24B	Stepney, St. Philip's - N. 10	450 0 0	164	99 1 4
24B	Stepney, St. Thomas'- N. 10	1,532 7 1	563 *b* 19 604	243 19 2 8 5 10 216 17 0
24B	Stepney, Holy Trinity - N. 10	535 5 0	339	175 2 0
11	Stoke Newington - P. 1	- - -	201	102 8 9
11	Stoke Newington - B.	*200 0 0		
11	Stoke Newington - W. *a*			
132	Sunbury - B. *a*	*50 0 0		
132	Sunbury - P. 5	- - -	151	69 15 0
47	Teddington, Public - N. 4	- - -	153	68 19 2
1	Titchbourne Court, Industrial.			
10	Tollington Park, St. Mark's, and Hornsey Rise, St. Mary Infants and N. 4	617 11 0	469	211 0
137	Tottenham - N. 7	154 12 4	66	20 0
137	Tottenham, Asylum, Girls - - B.			
137	Tottenham, Girls - - B. 7	- - -	89	37 18
137	Tottenham Green, Industrial - 7	- - -	50	*c*
137	Tottenham, Hanger Lane, St. Ann's, Boys - - N. 7	155 0 0	47	32 12
137	Tottenham, Hanger Lane (Hermitage) Ch. 7	311 0 0	81	39 6
137	Tottenham, High Cross, Trinity District, Infants - - N. 7	93 0 0	70	31 8
137	Tottenham, Lancasterian.			
137	Tottenham, Infants - W. 7	- - -	56	21 9
137	Trent (East Branch) - Ch. 6	285 16 0	58 17	32 12 2 2
137	Trent, High Stone - Ch. 6		*d*	
4	Trevor Chapel (Knightsbridge) B. *e*			
134	Turnham Green, Boys N. 9	- - -	58	20 17
134	Turnham Green, Infants - - N. 9	100 0 0	109	56 19
134	Turnham Green - R. 11	- - -	94	50 8
134	Twickenham B. 5	- - -	91	11 7
134	Twickenham Common (Archdeacon Cambridge's) N. 4	431 17 6	162	95 17
134	Twickenham Common, Infants - -	100 0 0		
134	Twickenham, Infants.			
134	Twickenham, Montpelier Ch 4	- - -	73	30 15
134	Twickenham P. 4	- - -	210	40 18
133	Uxbridge - B. 11	*100 0 0	80	14 11
133	Uxbridge, St. Margaret's N. 7	- - -	178	80 10
133	Uxbridge Moor, St. John's - N.	164 0 0		

a School closed. *b* For two years. *c* Refused under Article 51 *d*. *d* Due, but not paid.
e Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
MIDDLESEX—*cont.*	£ s. d.		£ s. d.
Walham Green (or Fulham), St. John's - N. 3	*175 0 0	303	115 13 0
" " "	442 7 6	29	5 17 6
Wapping, St. John's - B. *a*	*175 0 0		
Wapping (Gravel Lane) - W. 11	- - -	185	118 13 0
Wembley - Ch.			
Westbourne N. 2	- - -	264	115 13 8
Westminster, All Saints', Knightsbridge - N. 2	- - -	135	56 14 5
Westminster (Archbishop Tenison's) - N.			
Westminster, Blue Coat - N. *b*			
Westminster Chapel, Congregational 11	- - -	269	118 4 10
Westminster, Christ Ch. Broadway - N. 2	535 7 0	214	119 1 8
Westminster, Coburg Row, Ragged.			
Westminster, Curzon - N. 10	1,400 0 0	239	80 10 1
Westminster, Dacre Street Reformatory.			
Westminster, Greek Street, Soho - - R.			
Westminster, St. George's District (Hanover Square) N. 7	- - -	339	154 13 2
Westminster, St. George's (Hanover Square), United Day N. 7	- - -	430	211 5 10
Westminster, National Society's Central - N. *c*			
Westminster, National Society's Central (Organizing Masters).			
Westminster, Old Pye St., Ragged.			
Westminster, St. Anne's (Soho) - N. 2	43 3 4	282	119 15 6
Westminster, St. Clement Danes' Charity - - N. *b*			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
4	Westminster, St. Edward's R. 4	- - -	116	60 10 0
4	Westminster, St. James' the Less (Garden Street) - N. 2	- - -	329	128 4 2
			21	6 14 2
6	Westminster, St. James', Marshall Street - N. 1	- - -	402	173 1 4
			—	*d*20 0 0
6	Westminster, St. James' (Offertory S.), Swallow Street, Piccadilly - 1	*50 0 0	83	*e*
13	Westminster (Soho), St. John Baptist Mission, (St. Ann's Court, Dean Street) - 5	- - -	103	26 2 2
4	Westminster, St. John's (Tufton Street) - N. 2	*600 0 0	211	81 2 8
6	Westminster, St. Luke's (Berwick Street) - N. 1	*250 0 0	244	89 3 8
			40	5 0 0
4	Westminster, St. Margaret's (Tothill Street) - Ch. 2	1,104 0 0	297	137 10 11
			24	6 10 0
13	Westminster, St. Mary's (Crown St.) (Soho) - Ch.			
4	Westminster, St. Mary's R. 4	1,000 0 0	452	212 1 2
4	Westminster, St. Mary's (Vincent Square) - N. 3	742 15 0	280	163 16 8
4	Westminster, St. Matthew's (Gt. Peter Street) - N. 3	2,381 0 0	302	148 3 0
			48	16 16 8
3	Westminster, St. Paul's (Knightsbridge) - P. 11	- - -	266	118 3 10
6	Westminster, St. Peter's, Great Windmill Street Ch. 5	- - -	106	38 1 4
4	Westminster, St. Stephen's (Rochester Row) - - N. 3	- - -	471	267 13 8
			44	12 13 4
5	Westminster, South Molton Lane, Infants - - R. 2	- - -	82	47 14 4

hool not existing. *b* Removed from inspection. *c* Children transferred to St. Margaret's, Tothill St., N.
etiring pension, *e* Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
9	Westminster, Tudor Place, St. Patrick (Soho) - R. *a*			
4	Westminster, Holy Trinity (Vauxhall Bridge Road) Ch. 3	445 1 3	256	124 18 4
4	Westminster, Practising W. 11	2,650 0 0	829	435 3 6
136	Whetstone, St. John's - N.	145 18 9		
22	Whitechapel, Charlotte Street, Infant 5	- - -	80	27 12 5
22	Whitechapel U.			
22	Whitechapel Probationary Refuge.			
22	Whitechapel Refuge, Industrial.			
24B	Whitechapel, St. Boniface R. 6	- - -	334	51 6 2
22	Whitechapel, St. Jude's - N. 3	302 0 0	148	63 15 6
22	Whitechapel, St. Mark's, Mixed.			
22	Whitechapel, St. Mark's - N. 11	478 12 2	248 17	113 6 2 3 15 10
22	Whitechapel, St. Paul's, Dock St. - Ch. 5	- - -	147	63 6 8
22	Whitechapel Society's - N. 3	- - -	384	174 0 6
2	Whitelands (Upper), Model - N. 11	- - -	214	104 4 0
2	Whitelands (Lower), Practising - 11	600 0 0	178	41 0 2
134	Whitton, Industrial - Ch. 4	397 10 4	79	42 8 10
135	Willesden - Ch.	250 0 0		
137	Winchmore Hill - - N. 7	790 0 0	41	17 17 4
23	Wycliffe Chapel, Philpot Street, Commercial Rd. B.	*150 0 0		
133	Yeading - N. *b*	17 15 0		
	MONMOUTHSHIRE.			
578A	Abergavenny N. 7	350 0 0	168 38	100 14 8 14 8 4
578A	Abergavenny, Girls and Infants - Ch. 7	404 0 0	163	74 2 8
578A	Abergavenny R. 6	- - -	65	28 1 4
579	Abersychan - R. 7			
579	Abersychan Works - N. 7	1,825 0 0	284	155 15 3

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	MONMOUTH—*cont.*	£ s. d.		£ s. d.
578B	Abertillery - N. 7	588 0 0	139 27	40 19 4 17
578B	Abertillery - B. 10	- - -	159	92 5
580	Blackwood - B. 10	277 6 8	98	47 1
578A	Blaenafon, Endowed - N. 6	155 0 0	177	7 15
578A	Blaenafon, Infants - N. 6	115 0 0	176	66 3
578B	Blaina - B. *b*	- - -	—	*c*3 15
578B	Blaina, Inft. N. *b*			
578B	Blaina Garn, Infants - 8			
580	Brides, St. - B. 11	- - -	32	23 18
576	Chapel Hill and Tintern Parva - N.	*70 0 0		
576	Chepstow - N. 7	*64 0 0	103	45 10
	„ - „	40 0 0	17	6 10
576	Chepstow, Infants - N.	150 0 0		
580	Christchurch N.	377 15 0		
580	Court-y-bella N. 7	700 0 0	175 32	91 11 11 5
579	Crumlin and Llanhileth N. 7	318 15 0	99	43 16
579	Cwmbrân - N. 7	538 0 0	62	29 10
579	Cwmbrân - B. 11			*d*
578A	Cwmyoy - N.	140 0 0		
578B	Ebbw Vale Works - 10	- - -	391	214 16
578B	Ebbw Vale Victoria - 10	- - -	193	91 15
578A	Govilon - B. 11	- - -	35	7 0
579	Goytrey - N.	139 0 0		
579	Goytrey - B. 11	- - -	74	12 5
348	Grosmont, Endowed.			
580	Islwyn - - B. 10	- - -	77	25 1
578A	Llanarth - N. 7	*50 0 0	42	19 8
	„ - „	181 0 0		
578A	Llanddewi, Rhydderch N.	61 17 6		
580	Llandevaud Ch.	59 0 0		
578A	Llanellen - N. 7	148 15 0	55	27 7
578A	Llangattock, Lingoed (James Davies') - N.	45 0 0		
579	Llangibby - Ch. 7	- - -	48	31 14
580	Llantarnan - B. 11			*d*
578A	Llanthewi Rhydduck, Mount Pleasant - - B. 11	97 17 6	52	32 10
579	Llantrissent N.	85 0 0		
579	Llanvrechva, Lower - N. 7	- - -	71 6	36 7 0 13
578A	Llanwenarth, Ultra - - N. 10	143 0 0	34	15 6
578A	Llanwenarth, Citra - - N.	126 5 0		
580	Magor - - N. 10	203 0 0	60	32 19
580	Maindee (Christ Church) - N. 5	- - -	126	46 1
579	Mamhilad and Llanvihangel N.	158 0 0		
580	Marshfield - N.	233 0 0		

a Removed from inspection. *b* School closed. *c* 3*l.* 15*s.* paid under Art. 90[1] (1). *d* Due, but not p

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
MONMOUTH—*cont.*	£ s. d.		£ s. d.
Melan's, St. - Ch. 10	- - -	51	9 12 10
Monmouth - N. 6	370 13 4	64	4 16 9
Monmouth, St. Thomas', Overmonnow - N. 7	178 12 6	69	13 5 2
Mynyddbach (Shirenewton) - - Ch. 7	- - -	48	20 7 6
Nantyglo - N. 5	- - -	255	101 8 7
		76	18 13 4
Newport-on-Usk - - N. 7	*275 0 0	179	83 17 0
" " "	133 5 0	15	2 4 2
Newport-on-Usk - - B.	*75 0 0		
Newport-on-Usk, Infts. R. 6	520 0 0		
Newport-on-Usk, St. Mary's - R. 6	- - -	389	195 0 9
Panteg (Sebastopol), Wern - - N. 7	382 4 0	60	25 13 4
Penrhos - N.	119 3 9		
Pillgwenlly, Boys - N. *a*			
Pillgwenlly, Trinity (Boys and Girls) - Ch. 7	- - -	270	73 1 0
Pillgwenlly - W. 11	- - -	231	128 18 2
		23	7 7 6
Pontnewynydd - - N.	365 7 8		
Pontygof - - 10	- - -	358	200 11 2
Pontymoile - N. 7	843 0 0	185	83 1 2
Pontypool, Charity - N. 7	*114 0 0	265	112 19 8
" " "	241 15 10		
Pontypool, St. Alban's R. 7			
Ragland - N. 7	- - -	60	20 5 2
Rhymney Iron Works N. 5	- - -	506	265 15 10
		140	52 3 4
Rhymney Iron Works B. 5	- - -	222	123 4 2
		67	25 12 6
Rhymney, Lower - B. 5	- - -	154	67 3 0
Rhymney - R. 6	- - -	111	19 6 7
Risca - - B. 10	- - -	132	60 12 4
Rockfield - N.			
Shirenewton Ch.			
Shirenewton, Earlswood Common - Ch. 7	244 0 0	20	7 16 4
Sirhowy - B. 10	- - -	274	135 5 10
Skenfreth - N.	45 0 0		
Skenfreth - B. 11	- - -	32	13 1 0
Tredegar, New - - N. 5	- - -	110	31 3 6
		24	7 5 0
Tredegar, New - - B. 5	- - -	133	58 4 2
Tydee Tin Works - B. 10	- - -	83	44 1 8
Usk, Elementary - - 11	- - -	64	26 1 9
		7	2 3 3

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	NORFOLK.	£ s. d.		£ s. d.
237	Acle - - P. 11	56 10 6	108	63 14 8
239	Alburgh - N.	75 0 0		
231	Aldborough Ch. 1	- - -	37	35 14 0
			9	2 10 10
238	Aldeby - N.	36 0 0		
239	Ashwelthorpe, village - *b*			
245	Ashwicken and Leziate - N.	181 0 0		
232	Aylsham - N.	175 0 0		
231	Baconsthorpe Ch. 1	- - -	38	23 3 0
230	Bacton - N. 1	244 0 0	59	20 8 3
			9	5 1 3
240	Banham Rectory - - N. 3	- - -	107	40 6 4
			15	5 2 6
235	Barnham Broom - N. 1	96 6 0	51	29 4 6
237	Beighton - N.	100 0 0		
245	Bilney, West, and Pentney N. 3	*70 0 0	29	10 11 4
243	Binham - N. 7	- - -	54	34 6 6
			17	5 7 6
243	Blakeney - N. 7	- - -	86	51 11 4
248	Bradenham, East - - N.			
248	Bradenham, West, District - - N.	639 18 0		
244	Brancaster - P. 6	158 18 9	48	22 5 8
242	Brisley - N.	88 0 0		
231	Briston - N.	65 0 0		
259	Brockdish - N. 11	34 0 0	46	24 8 10
238	Brooke - - P.	*80 0 0		
240	Buckenham, New - - N. 4	- - -	89	41 5 4
238	Burgh Apton N.			
237	Burlingham and Lingwood - - Ch. 3	- - -	63	45 16 0
244	Burnham, Westgate - N. 7	320 0 0	94	61 3 0
			6	2 10 0
232	Buxton - B. 5	- - -	51	15 4 3
229	Caistor - P. 4	141 0 0	87	39 6 6
229	Caistor, Infants - - -	*29 0 0		
241	Carbrooke - N. 5	32 0 0	69	24 17 7
235	Carleton Forehoe - - N. 2	- - -	26	16 17 9
239	Carleton Rode N. *b*			
245	Castle Acre - N.	72 7 0		
245	Castle Rising N. 6	- - -	45	17 11 2
241	Caston - - N. *b*			
230	Catfield - N.	63 0 0		
234	Catton (New) Ch.	216 0 0		
238	Chedgrave - N. 11	286 0 0	53	33 6 6
238	Claxton and Hellington N.	45 0 0		
193	Clenchwarton N. 3	73 0 0	56	22 16 9
			29	8 12 6
231	Cley (next the Sea) - B. 6	288 0 0	90	42 7 10

a Merged into Pillgwenlly, Trinity, B. and G. Sch.

b Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	NORFOLK—*cont.*	£ s. d.		£ s. d.
232	Coltishall - N.	100 0 0		
235	Colton - - N. 2	105 0 0	28	20 0 0
245	Congham - Ch. 5	- - -	30	6 7 6
			4	0 4 3
235	Costessy - N.	*50 0 0		
235	Costessy - B.	*65 0 0		
244	Creake, North N. 7	- - -	42	12 19 8
244	Creake, South N. 7	121 0 0	105	48 7 0
			18	5 3 4
249	Croxton - N.	50 0 0		
239	Denton - N. 10	89 10 0	49	26 15 0
239	Denton - B.			
235	Deopham -N. 10	16 5 0	36	15 16 4
242	Dereham, East N. 7	188 6 0	233	114 13 0
242	Dereham, East B. 6	220 0 0	91	26 13 8
247	Dereham, West N. 5	- - -	30	15 15 6
239	Diss - - N. 11	186 15 0	85	48 4 6
			a 15	4 0 10
			a 93	57 12 4
			26	8 5 0
239	Diss - - B. 5	285 8 0	116	57 14 4
			17	5 2 6
238	Ditchingham N.	*50 0 0		
	,,	85 15 0		
244	Docking - P. 6	400 0 0	103	62 18 10
247	Downham Market - - N. 5	204 7 0	74	35 8 2
242	‡Dunham, Little - N.			
231	Edgefield - N. 7	- - -	51	31 4 6
241	Ellingham, Great - - B.			
242	Elmham, North N. 7	*30 0 0	119	55 0 0
193	Emneth - N. 3	259 0 0	42	13 19 9
243	Fakenham - N. 7	335 0 4	209	133 15 0
			b 15	0 0 0
243	Fakenham - B. 7	303 0 0	79	43 2 6
247	Fincham - N. 5	153 10 9	83	43 8 2
239	Forncett, St. Mary's - N. 11	- - -	32	17 9 2
239	Forncett, St. Peter's - N. 10	102 10 10	36	17 6 10
			11	3 19 2
232	Foulsham and Bintry - N.	*90 0 0		
236	Framingham, Earl - - N.	92 0 0		
237	Freethorpe and Wickhampton N.	75 0 0		
239	Fritton and Morningthorpe N. 4	45 0 0	38	20 19 0
			60	29 14 6
245	Gayton - N. 6	73 13 4	22	6 2 6
245	Gaywood - N. 6	231 0 0	133	65 12 8
238	Geldestone - N. *c*	*26 0 0		
238	Geldestone - B. 5	- - -	32	18 18 0
248	Gooderstone N.	60 0 0		
232	Hackford and Whitwell - P. 7	- - -	116	62 19 10
238	Haddiscoe and Toft Monks N.	155 0 0		*d*
237	Halvergate - N. 10	202 8 9	48	30 0 0
230	Happisburgh N. 1	254 0 0	52	45 0 0
245	Harpley - N.	62 0 0		
234	Heigham - N. 3	280 0 0	192	93 2 6
230	Heigham, Potter N.	70 0 0		
239	Hempnall - N.	150 0 0		
236	Hethersett - N. 4	280 4 0	60	36 19 4
247	Hilgay - - N.	*75 0 0		
245	Hillington - P. 6	- - -	44	24 9 5
232	Hindolveston N.	75 0 0		
245	Hindringham N.	55 0 0		
235	Hingham - N. 5	74 18 6	130	87 15
			13	4 15 1
242	Hockering - Ch. 12	- - -	29	20 0
249	Hockwold-cum-Wilton N. 3	104 6 8	71	39 6
243	Holkham - N. 7	- - -	48	33 12
			11	3 5 1
248	‡Holme Hale N.			
231	Holt - - N. 7	138 16 8	114	67 4
231	Holt - - B. 6	- - -	83	39 5
242	‡Horningham and East Tuddenham N. *e*			
233	Horsford - N. 2	- - -	57	29 14
244	Ingoldsthorpe P. 6	- - -	28	6 1
234	Lakenham - B. 5	- - -	138	63 15
234	Lakenham, St. Mark's - N. 11	526 0 2	*f*	*g* 12 1
				0 7
243	Langham Episcopi - - 3	- - -	68	41 5
238	Langley - N.			
242	Litcham - N. 5	- - -	65	33 13
			14	5 6
238	Loddon (Public) - - N. 11	- - - *a*	108	49 10
			10	1 5
			107	61 16
			13	4 10
240	Lopham, North W. 5	- - -	44	18 18
			14	3 5
240	Lopham, South Ch. 4	- - -	43	*h*
242	Lyng - - Ch. 7	- - -	83	44 13
			15	4 14
246	Lynn, King's B. 6	499 10 0	181	101 12
246	Lynn, North End, Inft. - N. 6	- - -	120	58 9
246	Lynn, St. John's - N. 6	646 3 4	293	171 7
246	Lynn, St. Margaret's N. 6	632 5 0	333	205 19
			26	9 12
246	Lynn, South, All Saints' N. 6	494 13 4	322	183 3
247	Marham - N. 5	53 0 0	71	26 10
232	Marsham Reformatory.			
193	Marshland Smeeth - N.	200 0 0		
229	‡Martham - N.			
245	Massingham N. *e*	*50 0 0		
236	Melton, Great Ch. 4	- - -	52	26
245	Middleton (near King's Lynn) - N. 6	288 16 0	47	14 1

a For two years. *b* Retiring pension. *c* School not existing. *d* See Wheatacre Union of Sc
e Removed from inspection. *f* Due, but not paid. *g* Addition to grant for 1867.
h Grant not claimed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
NORFOLK—*cont.*	£ s. d.		£ s. d.
Mileham - N.	*50 0 0		
Mitford and Launditch U.			
Norwich, Alderman Norman's Endowed - 2	- - -	64	*a*
Norwich, Miss Martineau's Female Industrial. *b*			
Norwich, Model, Boys - N. 11	185 0 0	217	*c*
Norwich, Model, Girls - N. 11	- - -	94	58 5 4
Norwich, Model, Infants 11	- - -	92	46 7 0
Norwich, New City (Union Place, Higham) Mixed - B. 5	*100 0 0 61 4 3	151	64 19 4
" "			
Norwich, Octagon Chapel B. 5	- - -	195	102 1 4
Norwich, Old Meeting, Boys 5	- - -	56	8 6 8
Norwich, St. Augustine's N. 3	- - -	201	100 8 8
Norwich, St. Giles' - Ch. 2	354 0 0	282	163 13 4
Norwich, St. James' and Pockthorpe N. 2	344 0 0	265	127 1 10
Norwich, St. John de Sepulchre, Infants - - N. 2	192 0 0	168	96 0 8
Norwich, St. Julian's - N. 2	106 19 6	136	43 7 4
Norwich, St. Lawrence's, District - 2	- - -	101	56 5 8
Norwich, St. Martin-at-Oak N. 11	364 0 0	133	50 16 8
Norwich, St. Martin-at-Palace - N. 2	- - -	60	27 18 6
Norwich, St. Miles', Sadd's Yard - - B.	60 0 0		
Norwich, St. Paul's - N. 2	170 0 0	150	60 0 4
Norwich, St. Peter per Mountergate N. 3	173 0 0	215 51	115 5 6 16 15 10
Norwich, St. Saviour's - N 2	- - -	122	59 18 6
Norwich, St. Stephen's - N. 10	417 10 0		*c*
Norwich, St. Swithin's - N.	45 0 0		
Norwich, Willow Lane - R.	283 0 0		
Ormesby - N.	83 0 0		
Outwell - N. 4	296 5 0	112	*d*45 0 4
Plumstead Parva - - P.	75 7 6		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	NORFOLK—*cont.*	£ s. d.		£ s. d.
237	Postwick - N. 1	- - -	25	17 1 6
239	Pulham, St. Mary Magdalen's - N.	132 0 0		
233	Rackheath Village - Ch. 1	- - -	30	14 16 0
239	Redenhall - N. 10	112 10 0	117	77 7 10
237	Reedham - N. 10	77 14 0	64	39 6 4
232	Reepham, St. Mary's - N. 7	- - -	40	18 18 6
230	Ridlington and East Ruston - N.	37 0 0		
244	Ringstead, Boys, Girls, and Infants Ch. 6	- - -	66 14	30 4 2 3 6 8
241	Rockland, All Saints' - N.	35 0 0		
236	Rockland, St. Mary's - N.	36 0 0		
240	Roydon - Ch. 4	- - -	31	14 18 2
245	Roydon (Castle Rising) - N. 5	- - -	34	19 16 10
244	Rudham (East and West) Ch. 7	384 0 0	79	46 19 6
247	Runcton and Holme - N.	40 0 0		
245	Runcton, North N. 5	- - -	32	23 16 6
229	Runham and Thrigby - N.	216 0 0		
231	Runton - N. *e*			
239	Rushall - N.	174 0 0		
243	Ryburgh, Gt. N. 7	- - -	45	19 14 0
248	Saham Toney N.	*35 0 0		
233	Salhouse - N. 1	60 0 0	32	21 8 2
236	Saxlingham Thorpe and Saxlingham Nethergate Ch. 11	- - -	46	27 12 6
239	Scole - - P. 3	- - -	55 21	29 10 10 2 12 6
232	Scottow - Ch. 1	119 0 0		
243	Sculthorpe - N. 7	118 16 6	113 16	45 17 10 4 16 8
244	Sedgeford - Ch. 6	- - -	42	25 18 0
240	Shelfanger - Ch. 1	- - -	30	20 12 4
231	†Sheringham N.			
244	Snettisham Ch. 6	- - -	88	46 8 10
247	Southery - N.	60 0 0		
237	Southwood and Limpenhoe N.	26 10 0		
239	Starston - N. 10	- - -	46	31 19 0
243	Stibbard - N. 7	143 10 0	29	19 7 6
243	†Stiffkey - N.			
236	Surlingham N.	*20 0 0		
248	Swaffham - N. 5	*160 0 0	139 41	69 5 4 16 10 10
230	†Swafield - N.			
242	Swanton Morley N.	120 0 0		
244	Syderstone - N. 7	- - -	61	33 0 6
243	Tatterset with Tatterford- N. 7	237 0 0	26	17 7 2
233	Taverham - N.	70 0 0		
193	Terrington, St. Clement's - N. 4	182 5 0	134	52 2 5

a Grant not claimed. *b* School closed. *c* Due, but not paid.
d Includes grant for Outwell, Infants, N.S. (Cambridge. *e* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	NORFOLK—*cont.*	£ s. d.		£ s. d.
249	Thetford - N. 3	40 4 0	143	65 12 2
249	Thetford - B. 4	*75 0 0	161	74 1 8
244	Thornham - N. 6	- - -	103	61 1 6
234	Thorpe - N.	41 0 0		
239	ThorpeAbbotts N.	46 0 0		
234	Thorpe Hamlet, St.Matthew's N. 12	473 18 4	365	197 18 4
238	Thurlton - N.	37 0 0		
239	Tibenham - Ch. 4	- - -	47	24 6 11
			14	3 3 7
193	Tilney, All Saints' - N. 4	146 9 0	28	9 11 6
242	Tittleshall Ch. 7	- -	61	36 9 4
238	Topcroft - N.	54 0 0		
236	Trowse Newton N.	70 0 0		
231	Trunch - N.	52 0 0		
193	Walpole, St. Andrew's - N.	93 0 0		
193	Walpole, St. Peter's - N. 4	- - -	72	*a*
			16	6 6 8
231	Walsham, North N. 1	187 0 0	76	54 13 9
231	Walsham, North B. 5	- - -	89	37 19 8
243	Walsingham, Little - N. 7	37 3 0	59	22 1 10
			18	5 3 4
193	Walsoken - N. 4	280 0 0	50	21 15 4
			8	2 11 8
193	Walton, West N.	76 0 0		
241	Watton - N. 11	128 17 0	61	7 14 0
			11	1 8 9
242	Weasenham N. 7	349 0 0	46	33 9 6
235	Welborne - N. 3	42 0 0	30	19 10 7
243	Wells, Parochial - - B. 6	90 7 9	166	101 17 4
	Wheatacre Union of Schools - Ch. 2			
238	Wheatacre and Burgh -	- - -	43	25 17 6
238	Aldeby -	- - -	41	24 14 6
227	Fritton (Suffolk) -	- - -	40	21 3 6
238	Haddiscoe and Toft -	- - -	43	28 17 5
238	Norton Subcourse -	- - -	31	9 11 1
238	Haddiscoe and Wheatacre -	- - -	50	*b*12 16 8
242	Whissonsett Ch. 7	163 10 0	57	26 1 4
235	Wicklewood N.			
247	Wiggenhall - N. 3	65 0 0	54	24 15 0
			9	2 15 10
245	Winch, East N.	50 0 0		
245	Winch, West N.	*32 0 0		
240	Winfarthing Ch. 4	124 10 0	24	11 14 6
229	Winterton - N. 4	271 14 6	111	68 14 0
245	Wootton, North Ch. 5	- - -	46	17 15 10
230	Worstead - N.	221 15 0		
239	Wortwell - N. 10	- - -	58	31 3 6
235	Wymondham N. 4	15 12 0	173	73 11 8
			24	7 5 0
228	Yarmouth, Great - B. 5	97 8 0	352	194 5 2
228	Yarmouth, Great, Blue Coat, Charity Ch.			
228	Yarmouth, Great, Gourlay - - W. 5	- - -	158	23 7 2
228	Yarmouth, Great, St. John's - N. 4	300 0 0	179	82 8 6
228	Yarmouth, Great, St. Nicholas' - N. 4	840 10 0	376	196 17 6
228	Yarmouth, Great, St. Peter's - N. 4	526 0 0	443	244 14 6
			22	6 8
228	Yarmouth, Great, South End Mission N.	120 0 0		
242	Yaxham - N.	92 0 0		
	NORTHAMPTONSHIRE.			
165	Abthorpe - Ch. 11	- - -	—	*c*
163	Banbury (South), Ch. Ch. - Ch. 10	620 0 0	*c*	*d*7 10
421	Barnack - N. 2	- - -	132	83 3 7
			9	2 10
168	Billing, Great Ch. 2	- - -		*c*
165	Blisworth, Endowed - 11	- - -		*c*
164	Brackley - W. 4	- - -	74	42 10
			20	16 9
167	Brafield-on-the-Green, Infants N. 11	- - -		*c*
169	Braunston - N. 11	128 17 6	61	*a*
409	Braybrooke N.	*25 0 0		
173	Brigstock - B. 11	- - -		*c*
170	Brington, Great N. 12	- - -		*c*
172	Broughton - N.			
168	Bugbrooke - N. 11	183 0 0		*c*
172	Burton Latimer, Endowed and Infants, Free 12	180 0 0	123	40 1
169	Byfield - Ch. 11	- - -	61	25 9
175	Castor - 2	- - -	70	26 8
175	Castor, Infant Ch. 2	- - -	48	22 7
163	Chipping Warden - N. *e*			
167	Cogenhoe - N.	45 0 0		
172	Corby - - B. 11	- - -	84	*a*
166	Cosgrove - N.	90 0 0		
172	Cottingham with Middleton N. 7	183 0 0	102	43 17
			17	3 10
172	Cranford - N. 1	- - -	46	14 17
170	Creaton, Great N. 10	100 0 0		*c*
401	Crick, Boys Par. and N. 10	80 0 0	82	28 0
			17	4 5

a Refused under Article 52 *d*.
b Evening school grant.
c Due, but not paid.
d Paid under Article 90[1] (1).
e Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
Crick, Girls and Infants N.	60 0 0		
Croughton - Ch. 11	- - -	—	*a*
‡Culworth, Endowed - N. 11	- - -	49	*b*
Dallington - N. 10	52 0 0	—	*a*
Dallington, St. James'. Endowed - Ch. 10	175 15 0	132 15	58 13 2 3 5 10
Daventry - B. 11	- - -	110	68 6 2
Denford and Ringstead - Ch. 6	186 5 0	74 15	31 6 5 2 18 7
Desborough N.	47 0 0		
Earl's Barton - - B. 11	- - -	—	*a*
Easton, Girls N. 4	- - -	88	37 11 0
Evenly. *c*			
Eydon - - N. 11	25 0 0	—	*a*
Eye - - N. 2	324 7 6	65 10	26 11 6 2 18 4
Finedon, Endowed - N. 12	115 10 0	213	41 9 4
Gayton - N. 11	65 18 10	—	*a*
Glinton with Peakirk - N.	110 0 0		
Hardingstone N. 10	- - -	—	*a*
Hargrave - Ch.	123 12 0		
Harleston - N. 12	- - -	57	25 0 10
Harpole, Free N. 12	- - -	80	8 0 0
Harrowden, Little, Endowed - -	249 0 0		
Helmdon - N.	176 0 0		
Helpstone - P. 2	- - -	82 13	33 10 11 2 14 1
Houghton, Great - N. 5	28 0 0	45	22 4 0
Irchester - N.	120 0 0		
Irthlingborough P. 7	396 0 0	79	18 11 8
Islip - - Ch. 1	147 12 0	60	30 5 10
Kettering - N. 5	- - -	299	171 18 5
Kettering - B. 4	*250 0 0 69 0 0	184 14	126 13 5 3 10 0
Kettering (North End) Ch. 5	318 0 0	123	59 9 7
Kilsby - - N.	*30 0 0		
King's Sutton 11	193 14 8	*a*	*d*3 0 0
Kingsthorpe N. 10	85 0 0	—	*a*
Kislingbury N. 12	- - -	59	*b*
Lilford, Mixed 1	- - -	57	27 3 4
Litchborough Ch. 11			
Loddington Ch. 12	- - -	38	20 11 4
Lowick, Charity 1	- - -	41	*b*
Middleton Cheney - N. 11	679 10 0	130	55 7 1
Milton - N. 11	- - -	—	*a*
Moulton and Overstone - N. 11	126 12 0	—	*a*
Naseby - N.	92 0 0		
Nassington and Yarwell - Ch. 1	- - -	78 19	27 1 2 5 0 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
175	Newborough P. 2	- - -	42 14	17 6 6 4 3 4
168	Northampton, All Saints' - N. 10	*316 0 0	529	254 8 2
	" "	942 15 0	65	17 4 2
168	Northampton, All Saints', Infants, (South Quarter) - N. 10	- - -	95	38 15 4
168	Northampton B. 11	550 0 0	382	199 2 4
168	Northampton, Blue Coat *e*			
168	Northampton, St. Andrew's - N. 10	474 0 0	262	95 10 8
168	Northampton, St. Edmund's N. 10	511 18 6	309 31	142 19 6 11 4 2
168	Northampton, St. Giles' - P. 10	631 0 8	281 19	144 14 2 3 7 6
168	Northampton, St. Katherine's N. 10	296 1 2	221	89 11 10
168	Northampton, St. Peter's N. 10	276 0 0	117	54 15 0
168	Northampton, St. Sepulchre's N. 10	460 0 0	208	81 12 6
168	Northampton Society's Reformatory.			
168	Northampton, Infants - W. *e*			
171	Orlingbury - N.	103 0 0		
174	Oundle - N. 1	244 0 0	89	39 10 8
174	Oundle - B. 11	- - -	—	*a*
166	Passenham with Denshanger P. 7	- - -	84	12 18 8
175	Paston, Mixed 2	- - -	104 19	51 6 2 5 5 10
175	Peterborough, Boys - N. 2	- - -	270	116 5 0
175	Peterborough, Girls - - N. 2	31 0 0		
175	Peterborough, Infants - N. 2	301 0 0	169	63 12 5
175	Peterborough B. 11	610 0 0	*a*	*f*4 13 4
175	Peterborough, Sunday - B.	*150 0 0		
175	Peterborough, New England, St. Mark's - N. 2	- - -	253	118 14 6
175	Peterborough, Practising - 2	366 0 0	138	69 3 8
175	Peterborough, St. John the Baptist, Albert Place - Ch. 2	539 2 0	129	40 12 10
167	Piddington - N. 11	- - -	—	*a*
170	Pitsford - N.	52 10 0		
172	Pytchley, Endowed Ch.	163 10 6	101	46 3 8
173	Raunds - N. 12	372 0 0	*g* 21 124	2 12 6 50 10 11
173	Raunds - W. 11	429 0 0	118	54 6 8

Due, but not paid.
Addition to evening school grant for 1867.
For two years.
b Refused under Article 52 *d*.
e School closed.
c Removed from inspection.
f Addition to grant for 1867.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
420	Rockingham N. 7	- - -	51	21 18 8
172	Rothwell - B. 4	*100 0 0	105	93 14 5
409	Sibbertoft - N.	60 0 0		
165	Silverstone - N. 11	- - -	29	3 18 4
			104	79 12 1
165	Silverstone - W. 4	- - -	*a* {73	29 15 10
			{81	27 14 2
170	Spratton - N. 10	- - -	—	*b*
421	Stamford, Baron, St. Martin's - N. 4	- - -	156	88 15 2
173	Stanwick - N. 1	*54 0 0	67	30 12 2
	" - "	4 15 0		
409	Stoke Albany and Wilbarston.			
421	Thornhaugh N. 2	- - -	36	17 18 0
173	Thrapstone - N. 1	112 10 0	66	26 7 10
173	Thrapstone - B.			
173	Titchmarsh - N. 1	147 4 6	124	66 12 0
			211	115 19 0
165	Towcester - N. 11	213 15 0	29	15 0 10
174	Wadenhoe Ch. 7	- - -	46	13 12 6
170	Walgrave and Hannington N. 6	- - -	51	8 6 5
165	Wappenham N. 11	- - -	—	*b*
			55	11 9 10
169	Watford, Mixed 12	- - -	*c* 7	0 0 2
			56	10 0 0
				b
169	Weedon Bec N. 11	200 2 6	*d* 36	11 18 4
165	Weedon (Lois) N.	96 0 0		
174	Weldon - Ch. 4	- - -	54	25 14 1
			14	4 6 8
408	Welford and Sulby, Endowed - 6	150 13 0	63	26 15 7
171	Wellingborough, Freeman's Endowed - 10	493 0 0	219	162 12 5
			68	22 11 8
171	Wellingborough, Girls - - B. 4	- - -	40	8 10 8
164	Whitfield - N. *e*	*25 0 0		
409	Wilbarston N.	33 0 0		
173	Woodford (near Thrapstone) Ch. 1	- - -	76	36 3 2
			14	4 15 0
169	Woodford-cum-Membris (near Daventry) Ch. 11	- - -	—	*b*
167	Wootton - N.	*46 0 0		
	NORTHUMBERLAND.			
559	Acklington - N. 2	- - -	56	25 8 0
555	Acomb Township - Ch. 1			
555	Allenheads - N. *f*	50 0 0		
555	Allenheads - B. 7	- - -	109	48 3 8
555	Allenheads, St. Peter's - N.	30 0 0		
559	Alnwick - N. 12	415 0 0	162	69 16 6
559	Alnwick - B. *g*			
559	Alnwick, Corporation (Lower) - *e*			
559	Alnwick, Endowed, Corporation (Upper) - *e*			
559	Alnwick (Duke of Northumberland's - N. *e*			
559	Alnwick, Infants	127 0 0		
559	Alnwick, St. John's - R. 2	- - -	83	32 6 6
559	Amble, Public - - 3	- - -	99	35 18 4
561	Ancroft - N. 1	311 0 0	71	31 6 10
555	Anick - Ch. *e*			
553	Annitsford - R. 6			
553	Backworth Colliery - 2	- - -	131	64 8 6
			15	4 14 5
557	Bavington, Great - Pres. 3	- - -	22	11 19 1
558	Bedlington Ch. 2	332 0 0	126	55 11 1
560	Belford - N. 2	*58 0 0	69	18 14
560	Belford - Pres. 3	- - -	88	38 14
557	Bellingham, Endowed, Free 1	113 5 0	50	22 10
552	Benwell Village - - Ch. 4	- - -	79	43 16
561	Berwick-upon-Tweed (Boys), Charity - N. 7	100 0 0	156	*i*
			22	*h* 9 11
561	Berwick-upon-Tweed (Girls), Charity - Ch. 7	618 0 0	199	108 4
561	Berwick-upon-Tweed (Infants) - N. 7	124 5 0	6	2 0
561	Berwick-upon-Tweed - B. 3	694 0 0	224	132 11
561	Berwick-upon-Tweed, Inf. B. 3	104 3 6	94	48 15
561	Berwick-upon-Tweed, English Presbyterian. *k*			
561	Berwick-upon-Tweed - U.			
561	Berwick-upon-Tweed, St. Cuthbert's R. 2	- - -	72	39 3
561	Berwick-upon-Tweed, St. Mary's - N. 7	256 12 9	197	86 17
			34	14 15
557	Birtley - N. 1			
556	Blenkinsopp, Boys - - Ch. 4	- - -	37	22 13
556	Blenkinsopp, Girls - - Ch. 4	- - -	39	16 2
553	Blyth English Pres. 3	- - -	88	45 13
562	Branton English Pres. 3	- - -	51	9 10
			9	3 15
562	Branxton - N. 2	- - -	34	19 4
563	Brenckburne Ch. 1	- - -	24	16 4
555	Brideshill - B. 7	- - -	98	49
555	Broomhaugh, Village - N. 4	35 0 0	43	19 1

a Evening school grant for two years. *b* Due, but not paid. *c* For two years. *d* Evening sch
e Removed from inspection. *f* School pulled down. *g* Now a private adventure school.
h Paid under Article 90[1] (1). *i* Refused under Article 52 *d*. *k* School close

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
53	Burradon Colliery - - 6	- - -	166	94 8 2
			14	3 11 8
52	Byker, St. Anthony - N. 10	232 17 6	69	32 12 2
55	Bywell - Ch. 3	- - -	60	33 2 7
55	Bywell, St. Peter's, Healey - Ch.	113 10 0		
58	Cambo - - 4	- - -	33	28 17 6
55	Carshield - B. 7	- - -	61	40 0 6
52	Chatton - N. 4	- - -	73	48 13 9
52	Chillingham N.	*45 0 0		
55	‡Colwell - R.			
55	Corbridge - N. 4	*45 0 0	163	90 19 2
	„ „	412 0 0		
51	Cornhill - N. 1	*40 0 0	68	32 12 4
	„ „	93 4 0	14	3 11 8
53	Cowpen Colliery - Und. 3	- - -	138	33 12 2
54	Coxlodge - R. 11	- - -	75	33 13 2
52	Crookham - N. 1	104 10 0	64	29 16 4
52	Crookham - Pres. 3	- - -	38	20 9 2
53	Cullercoats - Ch. 7	- - -	166	72 19 10
			70	18 8 4
54	Dalton, Village - - Ch. *a*			
53	Earsdon - P. 2	- - -	118	62 11 8
			14	5 16 8
59	Eglingham - N. 4	189 17 6	74	9 11 5
53	Elsdon - - N.	*b*35 0 0		
52	Elswick, High, St. Paul's - N. 10	943 18 0	240	117 17 8
57	Falstone - B. 6	- - -	29	7 1 4
56	Featherstone Ch. *c*			
52	Ford	- - -	87	39 11 5
	Ch. and Pres. 1		4	0 18 9
			47	23 12 8
59	Glanton - Pres. 3	- - -	11	3 12 6
54	Gosforth - N. 3	422 2 0	167	105 14 0
53	Gosforth, North Ch. 5	- - -	62	41 17 0
53	Harbottle - N.	*36 0 0		
58	Hartburn - N.	85 0 0		
59	Hauxley - Ch. 4	- - -	39	17 4 4
54	Heddon-on-the-Wall - N. 4	200 0 0	83	43 17 0
			47	23 6 2
55	Hedley - N. 4	- - -	6	2 0 0
56	Herdley Bank Ch. 4	- - -	59	18 2 10
55	Hexham, St. Mary's - R. 6	- - -	123	56 8 4
55	Hexham, Subscription - 1	550 0 0	282	116 8 6
61	Holy Island N. 6	44 0 0	87	62 8 6
			8	2 6 8
53	Holywell Colliery - B. *d*	*25 0 0		
61	Horncliffe - B. 3	- - -	44	17 16 3
53	Horton - Ch. 2	561 12 0	191	93 4 0
59	Houghton, Long - - N. 2	- - -	51	34 3 6
58	Howden Pans B.	50 0 0		
59	Howick - - Ch. 1	146 0 0	22	*c*
54	Kenton - - N. 3	121 0 0	60	34 9 4
557	Kieldar - - B. 6	- - -	24	12 3 0
553	Killingworth Colliery - 2	- - -	212	98 3 0
557	Kirk Whelpington - P.			
556	Knaresdale - N. 4	- - -	60	38 16 0
559	Lesbury - Ch.			
562	Lilburn Tower 4	- - -	64	53 17 9
555	Lillswood Subscription - *a*			
558	Longhirst - N.	56 0 0		
558	Longhorsley P. 1	- - -	64	31 18 8
562	Lowick - N. 2	75 0 0	87	37 3 4
562	Lowick - B. *d*	30 0 0		
562	Lowick - Pres. 3	- - -	52	15 18 6
562	‡Lowick - R.			
560	‡Lucker - P.			
554	Matfen (Boys) Ch. 4	- - -	19	12 10 5
554	Matfen (Girls) Ch. 4	- - -	26	13 10 6
556	Melkridge - N.	*30 0 0		
555	Mickley - N. 4	- - -	163	89 14 10
			37	11 4 2
			58	33 5 5
562	Mindrim - Ch. 2	- - -	9	3 0 10
558	Morpeth, Corporation 3	*200 0 0	180	72 5 11
558	Morpeth - Pres. 3	- - -	105	37 9 2
558	Morpeth, St. James', (Boys, Girls, and Infants) - N. 1	276 6 8	248	125 4 10
555	Newbrough, Boys - - N. 1	99 1 8	46	22 7 8
555	Newbrough, Girls - - 1	- - -	52	16 11 3
554	Newburn	- - -	60	32 5 10
	Manor - Ch. 4		23	6 12 6
552	Newcastle-upon-Tyne, Arthur's Hill, Infants - 10	335 0 0	209	82 18 0
552	Newcastle, Castle Garth (or St. Nicholas') - - N. 10	*150 0 0	306	136 14 6
	„ „	28 0 0	19	4 10 10
552	Newcastle-on-Tyne, Ch. of the Divine Unity 10	- - -	72	33 15 10
552	Newcastle-on-Tyne, Clarence Street - W. 10	- - -	136	52 10 2
552	Newcastle, Clergy Jubilee Trade (Lower) - N. 10	800 0 0	188	77 4 2
			10	1 5 0
552	Newcastle, Clergy Jubilee Trade (Upper).			
552	Newcastle, Jubilee - B. 10	- - -	270	120 17 2
			17	4 0 10
552	Newcastle, Orphan House W. 10	1,172 0 0	452	210 3 10

a Removed from inspection. *b* Repaid by Duke of Northumberland. *c* School broken up.
d School not existing. *e* Grant refused under Art. 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
552	Newcastle, Ragged - -	1,582 0 0		
552	Newcastle, Reformatory.			
	Newcastle, Sallyport - B. *a*			
552	Newcastle, St. Andrew's - N. 10	*166 0 0	479	228 1 0
	" "	1,130 0 0	21	8 9 2
552	Newcastle, St. Andrew's - R. 11	243 0 0	594 / 195	229 10 11 / 75 3 11
552	Newcastle, St. John's - N. 10	*335 0 0	319	118 18 6
	"	120 16 4		
552	Newcastle, St. " Mary's - R. 11	- - -	552 / 113	262 1 8 / 51 4 2
552	Newcastle, St. Thomas' - N. 10	167 8 1	373	197 4 10
552	Newcastle-on-Tyne, Union, Girls - - 6	- - -	91	10 18 6
560	Newham - B. 3	- - -	34	7 19 0
555	Newton Hall N. 4	- - -	30	21 12 0
559	Newton-on-the-Moor - - Ch. 2	- - -	47	20 12 2
555	Ninebanks -	47 0 0		
555	Ninebanks - B. 7	- - -	51	16 18 6
561	Norham, Boys N. 2	- - -	59	*b*
561	Norham, Girls N. 2	121 0 0	44	29 1 1
561	Ord, East - B. *c*	35 0 0		
555	Ovington - N.	93 5 8		
559	‡Radcliffe Colliery - - N.			
557	Rochester, Lord Redesdale's N. 4	- - -	23	12 6 8
561	Scremerston N. 1	166 0 0	88 / 11	47 7 10 / 3 9 2
552	Seaton Burn B. *d*	*20 0 0		
553	Seaton Burn Colliery - B. 6	- - -	107 / 28	47 17 0 / 7 18 4
553	Seaton Delaval Eng. Pres. 1	- - -	53	22 9 2
558	Seaton, North, Boys - Undl. 4	- - -	86	30 5 10
558	Seaton, North, Girls - Undl. 4	- - -	81	42 8 6
553	‡Seghill - N.			
552	Shieldfield, Ch. Ch. - N. 10	862 0 0	486	212 15 4
553	Shields, North N. *a*	*300 0 0		
553	Shields, North, Kettlewell's Endowed - B. 7	- - -	199	38 2 11
553	Shields, North Pres. 1	267 1 0	300	170 11 4
553	Shields, North R. 11	- - -	262	99 16 3
553	Shields, North, Union - B. 1	*225 0 0	114	52 14 2
561	Shoreswood N. 2	131 9 0	47 / 13	20 9 8 / 5 2 6
555	Simonburn - N.	276 0 0		
553	Sleekburn, West - Ch. 2	- - -	98	2 15 3
561	Spittal - B. 3	*75 0 0	129	59 6 0
554	Stamfordham R. 6	130 0 0	36	16 8 8
554	Sugleyfield - N.	*100 0 0		
557	Tarset - - B. *e*			
557	Thorneyburn Ch. 1	75 7 6	35	22 9 4
561	Tweedmouth	- - -	85	30 3 5
	Eng. Pres. 3	- - -	11	2 12 6
553	Tynemouth, Ragged - 1	- - -	172 / 59	90 2 10 / 17 17 6
552	Walbottle Colliery.			
553	Walker, Iron and Alkali Works - 7	- - -	207 / 56	100 6 2 / 24 6 8
553	Walker - R. 11	- - -	254 / 59	139 19 4 / 21 12 6
557	Wark, Heron's Charity and P. 1	- - -	82	44 17 4
559	Warkworth, Radcliffe Colliery - Ch. *e*			
560	Warrenford - B. 3	*20 0 0	37 / 11	9 11 10 / 4 5 10
555	Whitley Chapel N.	70 0 0		
563	Whittingham N. 1	- - -	95	46 2 4
555	Whittonstall N. 4	110 0 0	28	11 7 6
558	Widdrington Ch. 1	- - -	37	7 5 8
553	Willington Quay, Stephenson's Memorial - 7	737 0 0	315	166 10 1
563	Wingates - N.	26 10 0		
558	‡Witton (Nether) - - N.			
562	Wooler - - N. 4	*70 0 0	91	65 5
562	Wooler - Pres. 3	- - -	103 / 20	48 8 / 6 3
555	Wylam, Village Colliery - B. 6	526 0 0	70	36 1 1
	NOTTINGHAMSHIRE.			
438	Annesley, Woodhouse Ch. 10			*f*
438	Arnold, Boys and Girls - N. 11	480 0 0	204	95 10
438	Arnold, Infants - - N.	242 0 0		
441	Averham - N. 6	- - -	31	13 11
442	Balderton - N. 1	334 0 0	88	38 0
442	Barnby-in-the-Willows - N.	57 0 0		
438	Basford - N. 10	440 0 0	186	80 13
434	Beckingham N. 2	222 0 0	37	
438	Beeston - N. 11	*144 0 0	117	65 8
438	Beeston - W. 11	- - *g*	70 / 122	31 4 / 62 11
442	Besthorpe - N.	40 0 0		
443	Bingham - N. 3	- - -	68 / 7	30 9 / 2 9
443	Bingham - W. 11	372 0 0	87	45 15
437	Blidworth - N. 10	425 0 0	72 / 15	45 12 / 4 7
434	Bole - - N. 2	- - -	36	17 14

a Removed from inspection. *b* Refused under Article 52 *d*. *c* School not existing.
d School sold. *e* School closed. *f* Due, but not paid. *g* For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
Boughton, Infants - - Ch. 2	- - -	53	4 0 0
Bramcote - N.	*50 0 0		
Bridgeford, East - - N. 12	65 0 0	*a*	
Bridgeford, West - - Ch.	146 0 0		
Bulwell - N. 11	- - -	173	72 18 0
Burton Joice N. 12	183 15 0	84	14 10 6
Calverton - N. 11	- - -	62	35 12 6
Carrington - N. 4	*75 0 0	84	30 12 2
" "	35 0 0	8	0 13 4
Chilwell - N.	246 0 0		
Coddington - N.	71 9 0		
Coddington - W. 1	- - -	35	14 3 10
Collingham, North and South - N. 1	*60 0 0	71	27 17 4
" "	65 11 6		
Collingham - W. 1	330 0 0	58	23 0 9
Cossall, Village - - 11	- - -	37	28 8 1
Costock - N. 11	*50 0 0	34	13 14 0
" "	83 0 0		
Cotes, Old - N.	*50 0 0		
Cotgrave - Ch. 11	- - -	99	48 3 4
		12	4 0 0
Cropwell Butler - P. 11	- - -	79	39 17 8
		14	3 13 4
Dunham - N. 2	215 0 0	84	37 4 8
Eastwood, Boys - - N. 10	324 3 9		
Eastwood, Girls - - Ch. 10	45 0 0	310	136 11 2
Eastwood, Infants - - Ch. 10	*60 0 0		
" "	50 0 0		
Elston, All " Saints' - N. 2	126 0 0	57	31 13 10
		27	8 14 2
Epperstone - N. 12	303 0 0	*a*	
Everton (Bawtry) - - Ch. 2	- - -	51	23 14 4
Farndon, Mixed - N. 1	233 0 0	65	32 12 6
		11	3 15 10
Farnsfield, Endowed - Ch. 12	- - -	91	50 2 2
Farnsfield - W. 11	- - -	109	56 7 4
Gotham - N. 11		*a*	
Gringley-on-the-Hill - N. 2	284 3 0	63	34 9 10
Harby - - N. 1	- - -	36	13 18 7
Harby - - W. 1	- - -	61	24 5 0
Hawksworth Ch.			
Hucknall Torkard - N. 10	404 0 0	249	133 0 8
Hucknall under Huthwaite - - N.	265 16 8		
Hyson Green, St. Paul's - N. 4	1,065 16 0	196	110 12 0
Keyworth - N. 11	- - -	50	20 2 2
Kimberley, Par. - - Ch. 11	132 10 0	87	19 8 3
Kimberley - B. 11	50 0 0		*a*

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868.) Average Attendance.	Amount.
	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
444	Kingston-upon-Soar - - N. *b*			
441	Kneesall - Ch. 2	- - -	70	26 19 6
438	Lambley - N.	90 0 0		
443	Langar - Ch. 11	- - *c*	18	8 9 6
			23	10 9 8
441	Laxton - P. 2	- - -	37	11 6 6
439	Lenton - N. 4	683 6 8	359	176 17 4
			27	8 15 10
441	Lowdham - N. 12	293 15 0	92	46 0 10
			12	4 1 8
			64	29 4 0
437	Mansfield - B. 12	- - *c*	16	2 2 11
			87	40 9 4
			20	4 18 4
437	Mansfield, St. John's - N. 10	828 0 0	169	81 18 2
437	Mansfield - W. 12	- - -	83	34 1 4
437	Mansfield Woodhouse N. 10	200 0 0	54	22 18 8
437	Mansfield Woodhouse W.			
435	Markham Clinton - N.			
435	Mattersey - N. 2	274 12 0	33	17 17 8
441	Muskham, North, Mary Woolhouse's Charity.			
442	Newark-upon-Trent, Boys' N. 2	*125 0 0		
	" "	140 15 0	260	48 0 0
442	Newark-upon-Trent, Girls' N. 2	84 4 0		
442	Newark-upon-Trent, Ch. Ch. (Haughton Road) - N. 2	1,404 10 0	321	170 4 10
			40	14 3 4
442	Newark-upon-Trent (King St.), Infants N. 2	- - -	97	48 18 6
442	Newark-upon-Trent - W. 1	273 0 0	129	62 19 10
438	Newthorpe, Infants - N.	50 0 0		
440	Nottingham, All Saints, (Boys, Girls, and Infants) N. 5	281 0 0	218	114 11 4
440	Nottingham (Bath St.), Boys - - B. 11	- - -	78	29 14 11
440	Nottingham (Canal St.) B. *d*	*550 0 0		
440	Nottingham (Derby Rd.) B. 11	174 0 0	137	79 17 2
			142	84 15 0
440	Nottingham (Girls Sch. of Industry) 4	- - -	90	41 12 0
440	Nottingham (High Pavement) - B. 11	- - -	278	120 10 8
440	Nottingham, St. Anne's N. 4	641 11 10	302	137 3 6
			33	9 5 10

a Due, but not paid. *b* Removed from inspection. *c* For two years. *d* School pulled down.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
440	Nottingham, St. Anne's, Bullivant Street Branch 4	- - -	90	11 13 3
440	Nottingham, St. Barnabas' R. *a*			
440	Nottingham, (Rutland Street), St. James', Infants - - N. 4	- - -	128	54 9 10
440	Nottingham, St. John's - N. 4	517 0 0	231	116 5 8
440	Nottingham, St. John's - R. 9	- - -	169	67 1 1
440	Nottingham, St. Luke's - P. 3	- - -	313 60	133 9 8 14 18 4
440	Nottingham, St. Mary's (Barker Gate) N. 4	*300 0 0 228 7 0	208	119 9 8
440	Nottingham, St. Mary's (Plumptre Street) - N. 4	444 0 0	254	104 5 4
440	Nottingham, St. Mary's - R. 9	- - -	60	34 19 10
440	Nottingham, St. Matthew's - N. 4	649 0 0	212	111 14 11
440	Nottingham, St. Nicholas' N. 4	800 0 0	232 16	129 3 0 5 10 0
440	Nottingham, St. Paul's - N. 5	352 13 1	265 32	117 0 6 8 11 8
440	Nottingham, St. Peter's - N. 4	- - -	274 87	108 16 0 23 12 6
440	Nottingham, St. Saviour's N. 4	390 6 3	220 40	114 14 10 13 16 8
440	Nottingham, Holy Trinity N. 4	1,027 5 0	665	332 7 10
440	Nottingham, Trinity Branch, Mixed - 4	- - -	93	56 19 0
440	Nottingham, Trinity, Colville Street, Infants - N. 5	154 10 0	76	31 9 0
441	Ollerton - N. 2	236 17 8	75	29 12 8
437	Pleasley Hill B. 12	- - -	92 33	47 5 0 9 10 10
443	Radcliffe-on-Trent - Ch. 12	- - -	58 4	40 17 10 0 10 0
439	Radford, Old - - N. 4	150 0 0	176	89 3 6
439	Radford, New - - N. 4	454 0 0	308	155 17 2
435	Rampton - Ch. 3	- - -	52	27 10 3
435	Retford, East N. 2	794 15 0	367 69	180 4 8 24 15 10
435	Retford, St. Saviour's - N. 2	94 17 8	75	37 13 10
435	Retford - W. 10	- - -	101	60 14 6
435	Retford, West N. 2	181 5 0	70	35 8 2

a Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grant (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grant (paid within Year ending 31 Dec. 1868). Amount.
	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
438	Ruddington, Girls and Infants - N. 11	- - -	222	100 7
438	Selston - N. 10	401 0 0	280	119 4
436	Shireoaks - Ch. 5	- - -	68	28 13
437	Skegby - N. 10	126 0 11	77	38 11 1
439	Snenton - N. 4	*150 0 0 200 0 0	95	65 5
441	Southwell - N. 6	- - -	166	86 6
441	Southwell, Holy Trinity, Infants - N. 6	165 0 0	92	39 1
444	Stapleford, St. John's - N. 11	- - -	152	0 6
435	Sturton - N. 2	51 8 0	72	41 18 1
415	Sutton-Bonnington, Endowed, Boys - - Ch. 11	193 0 0	33	*b*
415	Sutton-Bonnington, Girls - - Ch. 11	243 16 2	83	34 19
437	Sutton-in-Ashfield - N. 10	418 3 4	258 88	151 8 28 13
437	Sutton-in-Ashfield (Eastfield Side) - B. 11	*125 0 0	94	12 3
441	Sutton-on-Trent - N.	*50 0 0		
438	Trowell - Ch. 11	- - -	63	34 9
441	Upton - - N. 6	89 5 0	42 4	20 15 0 10
434	Walkeringham - - Ch. 2	- - -	73	43 5
441	‡Weston, Endowed - Ch.			
438	Westwood (Selston), Infants - N. 10	- - -	49	19 13
435	Wheatley, North - Ch. 2	48 10 4	57 10	33 1 1 5
415	Willoughby-on-the-Wolds, General - Ch. 2	90 0 0	52	15 6
438	Wollaton - Ch. 11	- - -	76	36 14
436	Worksop Abbey - - N. 5	100 0 0	177	91 14
436	Worksop, Castle Hill, Mixed N. 5	- - -	187	94 11
436	Worksop Rectory, Mixed N. 5	432 0 0	92	42 19
436	Worksop, St. John's, District - - 5	- - -	218	44 0
436	Worksop, St. Mary's - R. *a*			
	OXFORDSHIRE.			
163	Adderbury - N.	279 4 0		
159	Ardley, Mixed N. 5	- - -	56	28 16
162	Ascot-under-Wychwood N.			
155	Assendon - R. 5	- - -	32 10	18 12 3 11

b Grant refused under Article 52 *d*.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
OXFORD—*cont.*	£ s. d.		£ s. d.
Aston Rowant - N. 4	70 0 0	50	26 12 2
		8	2 8 4
Aston-in-Bampton - N.	286 4 0	19	5 5 0
Baldon Toot P. 7	- - -	37	14 4 6
Balscott - N. 3	- - -	256	133 4 4
Banbury - N. 2	- - -	48	16 16 1
Banbury - B. 6	156 0 0	357	197 9 2
Banbury, Central, Infants 6	- - -	63	38 8 2
Banbury, St. John's - R. 5	- - -	87	48 14 0
		57	39 7 6
Beckley - N. 4	- - -	17	4 7 6
Benson - N. 4	127 10 0	123	52 14 2
Benson - B. 6	- - -	101	63 6 8
Bicester - N. 5	818 0 0	259	139 6 9
Bicester, Infants - - N.	*45 0 0		
Bladon, Mixed - N. 3	- - -	71	36 8 4
		78	29 4 0
Bloxham - N. 2	142 0 0	34	9 11 8
Bodicote - Ch. 2	- - -	51	28 5 2
Bradwell - Ch.			
Broughton-Pogis-cum-Filkins - Ch. 5	86 3 0	72	45 15 7
		10	5 18 4
Burford-cum-Fulbrooke - N. 4	- - -	168	67 9 2
		19	5 0 10
Burton Abbot's - - N.	124 12 6		
Cadmore End N.	129 0 0		
Cassington - Ch.			
Caversham - P. 5	- - -	102	46 18 6
		84	29 12 9
Chadlington N. 3	- - -	23	6 19 2
Chadlington, Infants - N.			
Charlbury - B. 6	60 9 0	84	38 10 8
Charlbury, Infants - 6	- - -	64	32 18 6
		172	95 1 4
Cherwell - B. 6	- - -	47	17 9 2
		47	20 1 8
Chinnor - N. 4	346 0 0	9	1 19 2
Chinnor - B. 6	54 0 0	46	23 14 6
Chipping Norton - - N. 2	*100 0 0	175	72 16 8
	495 10 4	23	4 15 10
" "		172	103 16 0
Chipping Norton - B. 6	300 0 0	14	4 10 0
Churchill and Sarsden - N. 2	- - -	108	13 0 1
		17	4 9 2
Clifton-Hampden - - Ch. 7	- - -	65	24 16 4
		12	1 10 0
Cowley - N. 11	- - -	72	21 12 4
Cowley, St. John's - Ch. 10	- - -	135	55 13 4
Cropredy - N. 2	270 0 0	114	44 17 2
Cuddesdon - N. 4	68 0 0		
Culham - N. 7	67 10 0	50	28 14 2
Culham, Oxford Diocesan Practising 12	146 5 0	40	22 18 8

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	OXFORD—*cont.*	£ s. d.		£ s. d.
160	Deddington N.	400 0 0		
125	Dorchester - N. 4	*20 0 0	38	9 8 5
			20	4 15 7
125	Dorchester, Girls and Infants - N. 4	- - -	65	28 0 10
163	Drayton - N. 4	- - -	32	10 8 4
161	Ducklington, St. Bartholomew's - N. 6	243 0 0	41	19 1 11
			43	13 18 4
160	Dunstew - Ch. 5	- - -	13	4 14 2
161	Ensham - N.	228 3 6		
162	Enstone - N.	*56 0 0		
125	Ewelme - N. 4	- - -	52	21 2 8
			11	3 19 2
162	Finstock and Fawler - N. 3	285 4 0	70	19 10 7
			23	4 15 10
159	Fringford - N. 5	- - -	77	36 18 4
157	Garsington Ch. 6	- - -	31	12 10 8
126	Goring - N. 1	- - -	42	27 5 3
161	Hailey - N. 1	60 0 0	51	24 4 0
155	Harpsden - P. 6	- - -	27	12 15 2
157	Headington, Mixed - N. 5	237 0 0	80	32 2 10
157	Headington Quarry, Mixed Ch. 7	- - -	66	12 14 11
155	Henley-on-Thames - N. 10	647 0 0	290	124 9 8
159	Heyford, Lower - Ch. 10	100 0 0	44	22 11 4
163	Hook Norton - - N. 2	- - -	110	52 7 0
			20	6 0 0
163	‡Hook Norton B.			
157	Horton (Beckley) - - Ch. 5	- - -	28	11 11 7
150	Ibstone - Ch.			
157	Iffley - - Ch. 10	- - -	76	34 11 7
			6	1 18 5
	Ipsden Union of Schools - 7			
	Ipsden -	- - -	27	7 12 8
	North Stoke	- - -	26	9 7 6
	South Stoke	- - -	40	10 0 0
	Woodcote	- - -	26	9 10 0
	Stoke Row	- - -	33	13 4 8
	Checkendon	- - -	27	11 5 10
161	Kencott - Ch. 4	- - -	33	14 11 10
160	Kiddington - N. 6	- - -	40	26 15 5
160	‡Kidlington - N.			
155	Kidmore End, St. John the Baptist - Ch. 6	98 5 0	57	26 6 6
162	Kingham - N. 2	- - -	85	46 2 2
			21	5 4 2
159	Kirtlington N. 3	- - -	61	13 11 1
			16	2 15 7
122	Langford - N.	90 0 0		
159	Launton - N. 5	204 0 2	71	37 4 8
			16	5 0 0
162	Leafield - N. 3	*65 0 0	116	40 10 6
161	Leigh, North N. 5	*48 0 0	85	52 7 10
153	Lewknor - N. 4	*83 0 0	59	30 18 8
	" "	31 8 3		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	OXFORD—*cont.*	£ s. d.		£ s. d.
157	Littlemore - Ch. 11	- - -	64	17 12 0
			18	4 5 0
126	Maple-Durham - P.			
157	Marston - N. 6	- - -	47	15 12 0
156	Milton, Great N. 4	- - -	100	31 10 0
			14	1 15 0
156	Milton, Little N. 4	149 0 0	66	34 10 6
			15	5 17 6
162	Milton-under-Wychwood N. 3	- - -	82	35 7 8
			15	4 9 2
156	Moreton - Ch.	174 0 0		
155	Nettlebed - N. 7	- - -	52	22 3 8
163	Newington, North - N. 2	- - -	62	*a*
163	Newington, South (St. Matthew's) N. 1	*67 0 0	46	18 13 4
	" "	40 0 0		
161	Newland, The Blake.			
155	Nuffield - Ch. 5	- - -	27	9 9 0
			15	1 17 6
123	Nuneham - N. 12	- - -	73	43 1 0
158	Oxford, Blue Coat.			
158	Oxford, City U.			
158	Oxford, St. Aldate's - N. 10	*72 0 0	95	29 6 4
157	Oxford, St. Clement's - N. 10	- - -	202	92 15 2
158	Oxford, St. Ebbe's - N.			
157	Oxford, St. Giles' - N. 11	*110 0 0	192	99 12 4
158	Oxford, St. Mary Magdalene - N. 11	- - *b*	103	57 0 6
			111	62 10 8
158	Oxford, St. Michael's - Ch. 11	- - -	20	*a*
158	Oxford, St. Paul's - N. 11	213 0 8	260	98 18 4
158	Oxford, St. Peter's-in-the-East - Ch. 11	- - -	105	52 6 11
158	Oxford, St. Thomas-the-Martyr - N. 10	- - -	80	23 8 0
158	Oxford - W. 6	76 0 0	184	108 12 0
159	Piddington - N.	203 0 0		
155	Pishill - Ch. 4	- - -	41	14 18 8
161	Ramsden - N. 3	129 0 0	76	39 13 0
162	Rollright, Great - N. 2	155 15 0	57	5 9 1
			15	3 3 3
155	Rotherfield (Grey's), Trinity, Infants - N. 10	60 0 0	85	39 10 8
160	Sandford - N. 3	45 0 0	30	9 12 6
123	Sandford-on-Thames - N. 7	- - -	31	13 18 8
155	Shiplake - N. 5	- - -	39	5 2 2
162	Shipton-under-Wychwood N.	255 0 0		
125	Southstoke - N. *c*	30 0 0		
162	Spelsbury - Ch. 6	- - -	57	28 7 6
161	Standlake - Ch. 5	- - -	42	8 4 6
160	Steeple Aston, Radcliffe's Ch. 3	- - -	59	21 11
			10	1 8
160	Steeple Barton - - Ch. 6	- - -	79	28 7
160	Stonesfield - N. 3	- - -	77	36 2
			23	7 14
159	Stratton-Audley - - N. 5	- - -	63	29 9
			12	3 8
157	Summertown N. 11	86 0 0	71	36 10
155	Swyncombe, Industrial - Ch. 4	- - -	34	17 2
156	Sydenham (Wenman's) N.	50 0 0		
160	Tackley - N. 3	78 0 0	43	21 17
156	Tetsworth - N.	100 0 0		
162	Tew, Great, Endowed - 2	- - -	71	26 5
162	Tew, Little - N.	*30 0 0		
	" " - "	10 0 0		
156	Thame " - N. 10	*120 0 0	43	12 6
	" - "	60 0 0		
156	Thame-Royal B. 6	*150 0 0	87	52 11
125	Warborough N.	45 0 0		
163	Wardington N. 2	- - -	90	38 8
155	Watlington - N. 4	50 0 0	41	9 4
161	Westwell - N.	40 0 0		
	Westwell Union of Schools:— Westwell. Burton Abbots.			
157	Wheatley - N. 4	357 0 0	83	32 8
			10	2 3
163	Wigginton - N.	164 0 0		
161	Witney - N. 1	*47 0 0	170	83 10
	" - "	699 0 0	20	5 5
161	Witney - W. 6	- - -	90	44 0
125	Woodcote - N.	*35 0 0		
160	Woodstock - N. 3	691 0 0	169	81 16
160	Woolvercote P. 11	- - -	77	41 15
163	Wroxton - Ch. 3	- - -	56	33 7
			21	5 15
	RUTLANDSHIRE.			
419	Ashwell - Ch.			
420	Bisbrooke - Ch. 4	- - -	41	9 15
419	Braunston - N.	40 0 0		
421	Clipsham - N.	111 2 0		
419	Cottesmore - N. 4	- - -	90	54 7
			9	3 4
419	Empingham, Foster Charity - - N.			
419	Exton - - N. 4	- - -	119	44 18
			10	1 5
419	Greetham - Ch 4	- - -	88	33 0
419	Hambleton - N.	*30 0 0		
	" - "	25 0 0		
421	Ketton - N. 4	263 0 0	126	55 15
419	Langham - Ch.			
420	Luffenham, South - N. 4	76 0 0	48	22 5
			9	2 10
419	Manton - N. 4	95 4 0	24	8 2

a Refused under Article 52 *d*. *b* For two years. *c* School pulled down.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
RUTLAND—*cont.*	£ s. d.		£ s. d.
Oakham, Model - N. 4	589 15 0	250	123 11 8
		14	5 1 8
Ryhall - N.	*50 0 0		
Seaton - N. 4	222 10 0	57	25 0 8
Uppingham N. 4	- - -	85	40 12 3
		59	26 2 6
Whissendine N. 4	88 6 3	8	2 10 0
Wing - N. 4	84 0 0	79	33 16 2
SHROPSHIRE.			
Acton Burnell N.	32 0 0		
Adderley - N. 12	-	46	11 0 2
		53	25 12 8
Alberbury - Ch. 4	- - -	16	2 0 0
Albrighton - 3	- - -	52	23 17 2
Ash - N.	88 0 0		
Aston - N. 11	60 0 0	86	44 8 10
Aston-in-Woore - N.	45 0 0		
Battlefield and Uffington - N.			
Beckbury - N. 7	96 7 6	35	15 1 0
Berrington - N.	32 0 0		
Bishop's Castle - N. 6	76 13 4	106	43 7 1
Bomere Heath - N.	123 0 0		
Bridgnorth, Blue Coat - N.			
Bridgnorth, St. Mary's and St. Leonard's - N. 2	508 10 10	166	56 19 7
Bridgnorth, St. Mary's, Low Town - N. 2	334 18 8	84	44 6 8
Brockton - N.	105 0 0		
Broseley - N. 2	806 6 3	274	151 5 8
Bucknell - N.	168 10 0		
Cainham - N.	*47 0 0		
Chelmarsh - N. 2	80 0 0	39	16 12 7
Chetwynd - N. 11	180 10 0	65	9 6 6
Chirbury - Ch. 10	- - -	42	5 15 0
Church Stretton - - Ch.	521 2 0		
Clun - N. 6	- - -	112	60 17 2
Clunbury - Ch. 6	257 10 0	79	23 0 0
Clungunford N.	287 0 0		
Coalbrookdale, Girls and Infants - Ch. 6	- - -	125	69 18 10
Coalbrookdale Company's, Boys - - N. 6	- - -	95	53 8 0
		84	29 0 0
Cockshutt - N.	274 0 0		
Cressage - N.	170 14 0		
Dawley - N. 6	208 0 0		
Dawley Bank, N. and Infants 1	- - -	144	69 14 6
		18	6 1 8
Dawley, Poole Hill (Coalbrookdale Company's) 6	- - -	411	215 6 2
		20	9 18 4
Diddlebury N. 4	- - -	69	47 19 10
		14	5 3 4

a For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
366	Donnington Wood - N. 11	- - -	201	116 18 2
364	Drayton,	145 10 0	*a* 168	64 2 2
	Little - N. 12		*a* 180	92 13 4
362	Duddlestone, Subscription.			
362	Duddlestone Heath - N. 5	- - -	74	29 0 8
356	Eardington - N. 2	185 0 0	50	19 7 0
359	Eaton Constantine - N. 7	42 0 0	32	24 0 0
362	Ellesmere - N. 5	- - -	103	46 14 6
365	Ercall, High N.	135 2 6		
361	Frankton, St. Andrew's - Ch.	64 0 0		
357	George's, St. Ch. 7	1,047 0 0	442	244 1 0
			38	14 11 8
359	Harley - Ch.	170 14 0		
362	Harmer Hill Ch. 4	- - -	35	20 1 2
364	Hinstock - N. 11	*60 0 0		
	" - "	176 0 0	105	66 9 2
364	Hodnet - N. 11	*80 0 0	31	22 16 0
354	Hope Bowdler N.	122 8 0		
608	Hope (in Worthen) - N. 10	70 0 0	36	24 12 9
353	Hopesay - P. 6	- - -	50	26 12 0
362	Hordley - N. 5	55 0 0	32	14 3 10
358	Ironbridge - Ch. 2	759 0 0	143	60 18 10
358	Ironbridge, Severnside N. *b*			
358	Jackfield - N. 5	160 0 0	85	42 17 8
357	Kemberton - N.	100 0 0		
365	Ketley - N. 7	- - -	137	66 7 6
355	Kinlet - N. 7	87 14 8	*a* 29	11 5 11
			33	12 11 4
361	Kinnerley - N. 4	345 0 0	66	43 10 4
365	Kinnersley - Ch. 11	- - -	23	8 1 6
360	Leaton - - P. 4	- - -	29	12 16 8
359	Leighton - N. 7	126 17 6	43	32 7 6
366	Lilleshall - N. 11	- - -	193	104 17 2
			17	5 19 2
604	Llanvair Waterdine N.	127 0 0		
361	Llanymynech Ch. 10	- - -	41	14 11 0
363A	Loppington - N.	75 10 0		
352	Ludlow - N. 11	900 0 0	336	152 17 5
			47	15 12 6
358	Madeley - N. 3	255 13 4	305	153 6 11
			86	33 1 8
358	Madeley Wood, Lloyd's - P. 3	- - -	51	24 2 0
358	Madeley Wood W. 2	357 0 0	114	54 10 4
361	Maesbury - N.	42 0 0		
358	Malin's Lee N. 1	- - -	185	102 3 0
			18	6 0 0
364	Market-Drayton - N. 12	*170 0 0	210	110 16 0
	" - "	213 10 10		
361	Martin's, St. (The Lodge) N. 5	127 5 0	32	7 15 9
360	Meole Brace N. 4	238 0 0	56	27 17 0
362	Middle - Ch. 4	- -	94	50 14 2
356	Middleton - R.			
608	Middleton-in-Chirbury - N. *b*	168 0 0		

b School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
359	Minsterley - N. 4	- - -	46	4 10 2
361	Moreton -Ch. 5	- - -	53	25 7 10
356	Morville - N. 2	179 0 0		
385	Nash - - N.	75 0 0		
355	Neen and Milson - N.	63 0 0		
353	Newcastle -Ch. 6	- - -	28	11 10 1
365	New Dale (Coalbrookdale Company's) N. 6	- - -	85	42 7 4
366	Newport - N. 11	- - -	51	29 6 2
366	Newport - R. 4	- - -	107	64 11 3
363A	Newtown - N.	93 0 0		
357	Norton (Stockton) - - N. 7	- - -	48	18 2 6
352	Onibury - N.	*30 0 0		
361	Oswestry - N. 7	360 0 0	255	98 7 2
			15	3 17 6
361	Oswestry - B. 11	*150 0 0	119	44 14 2
360	Oxon - - N. 4	155 6 8	29	12 0 2
359	Pontesbury Ch. 4	288 0 0	134	53 13 6
361	Porthywaen N.	*60 0 0		
363A	Prees - - N. 4	160 0 0	104	53 5 2
361	Preeshenlle - B. 11	- - -	61	19 9 10
359	Preston, Gubbald's - N. 4	- - -	33	13 2 4
365	Preston-on-the-Wildmoors N.	36 13 0		
361	Rhydycroesau - - N.	85 0 0		
365	Rodington - N. 6	132 0 0	51	23 12 6
357	Ryton - - N. 7	64 10 0	30	12 1 6
	Salop (South-east District) - - U.			
364	Sambrook - N. 11	211 0 0	56	20 16 10
361	Selattyn -Ch. 7	155 9 0	50	10 2 5
359	Sheinton - N.	70 0 0		
353	Shelve - - N.	45 0 0		
357	Shiffnal - N. 7	- - -	103	50 12 0
360	Shrewsbury B. 2	154 18 0	238	111 9 6
360	Shrewsbury, Colcham - N. 5	*120 0 0	211	97 4 6
	" " - "	333 17 8		
360	Shrewsbury, Holy Cross N. 5	180 0 0	113	49 11 2
360	Shrewsbury, St. Alkmond's -Ch. 5	180 0 0	131	66 18 0
360	Shrewsbury, St. Chad's - N. 5	*290 0 0	370	163 2 2
	" " - "	1,228 5 0		
360	Shrewsbury, St. George's Ch. 5	- - -	131	15 17 7
			17	5 19 2
360	Shrewsbury, St. Mary's and St. Michael's - N. 5	74 6 0	210	117 19 2
			71	20 7 6
360	Shrewsbury, St. Mary's - R. 4	- - -	90	34 10 10
352	Stoke, St. Milborough's - N.	116 0 0		
352	Stokesay - P. 11	289 4 0	63	38 10 0
355	Stottesden - N.	*125 0 0		
357	Sutton Maddock - - N. 7			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grant (paid within Year ending 31 Dec. 1868) Average Attendance.	Amount
	SHROPSHIRE—*cont.*	£ s. d.		£ s. d
366	Tibberton -Ch. 11	- - -	80	38 2
			10	2 15
363B	Tilstock - N.	*60 0 0		
361	Trefonen -Ch. 5	54 9 6	108	53 19
359	Upton Magna - - N. 7	277 0 0	57	13 13
365	Wellington - N. 7	757 1 8	235	99 14
365	Wellington, St. Patrick's R. 4	- - -	59	22 1 1
365	Wellington - W. 2	403 0 0	161	82 15
362	Welsh Hampton - - N. 5	207 10 0	73	39 12
			12	0 16
363A	Wem - - N. 4	150 0 0	153	72 18
363A	Wem - - B.	*200 0 0		
358	Wenlock, Much N. 2	217 14 6	106	66 17
359	Westbury - N.	204 13 4		
363B	Whitchurch, Boys and Infants -N. 5	49 0 0	196	65 16
363B	Whitchurch, Endowed, Girls - - N. 5	- - -	75	a
363B	Whitchurch W. 3	344 16 3	116	49 12
361	Whittington N. 5	214 10 0	118	37 5
363A	Whixall - N.	150 0 0		
354	Wistanstow N. 11	427 0 0	88	47 4
365	Wormbridge, Oakengates N. 7	366 0 0	174	78 12
364	Woore, St. Leonard's - N.	99 0 0		
356	Worfield, Endowed.			
608	Worthen - N. 10	93 0 0	74	48 12
365	Wrockwardine - - Ch. 7	121 0 0	79	35 19
365	Wrockwardine Wood N. 11	- - -	151	73 10
	SOMERSETSHIRE.			
317	Aller - - N. 2	*35 0 0	50	25 3
			15	5 12
319	Ash - - N.	50 0 0		
328	Ashton, Long P. 6	478 15 0	99	44 16
328	Backwell - N. 3	192 12 6	37	19 13
315	Bagborough, West - - P.	*40 0 0		
323	Baltonsburgh N. 1	- - -	32	16 4
324	Banwell - P. 3	265 2 6	125	43 7
			8	1 0
328	Barrow Gurney Ch. b			
317	Barton -Ch. 5	- - -	50	24 5
			13	4 15
322	Batcombe - N. 6	- - -	53	28 1
326	Bath Abbey and St. James', Infant - N. 12	19 19 2	145	70 10
326	Bath and Bath Forum - B. 3	460 0 0	162	43 7
326	Bath, Beacon Hill - - N. 11	- - -	63	35 10
326	Bath, Harley Street, Girls B. 3	- - -	66	22 9

a Refused under Article 52 *d*.

b School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
SOMERSET—*cont.*	£ s. d.		£ s. d.
Bath, Octagon Chapel - N. 12	- - -	—	*a*
Bath - - U.			
Bath - - R. 6	- - -	62	28 13 4
Bath, St. Michael's - N. 11	- - -	161	88 1 10
Bath, St. Saviour's - N. 10	173 12 8	199	112 18 10
Bath, Sutcliffe Industrial.			
Bath, Trim St. Chapel - B. 3	- - -	45	8 7 10
Bath, Trinity (Monmouth Place), Inft. 11	- - -	76	36 10 8
Bath, Walcot Chapel - W. 3	- - -	110	31 7 7
Bath, East Walcot, St. Swithin's, Girls and Infants - 11	215 5 0	154	90 0 6
Bath, Walcot, St. Swithin's, Guinea Lane N. 11	568 14 0	382	209 18 4
Bath, Walcot, Trinity - N. 11	*115 0 0	160	74 8 0
„ „ - „	464 0 0	23	7 7 6
Bath, Weymouth House, (Central) - N. 12	227 11 11	212	124 5 4
Bathampton N. 11	- - -	37	18 3 8
Batheaston - N. 11	984 0 0	128	75 15 6
		20	5 16 8
Bathwick - Ch. 11	- - -	127	86 19 4
Bathwick, Victoria, Inft. - 11	- - -	—	*a*
Beckington - P. 6	- - -	49	22 7 2
Bedminster, St. Luke's - N. 10	- - -	300	131 1 2
		54	20 13 4
Bedminster and St. Paul's District - N. 10	*252 0 0	287	124 8 8
„ - „	105 9 4		
Bedminster - B. 12	623 0 0	—	*a*
Berkley (Frome) Ch. 5	- - -	34	17 6 6
Berrow - N. 4	70 0 0	24	10 15 1
Biddisham - N. 4	120 0 0	19	7 12 10
Binegar - N.	100 0 0		
Bishop's Hull N. 3	129 0 0	43	22 4 0
Bishport - N. 2	348 6 9	59	28 15 6
		14	5 1 8
Blagden (Charterhouse) - Ch.	193 10 0		
Bleadon - N.	146 1 0		
Bradford - N. 5	68 6 0	53	28 15 0
Brendon Hill Ch. 4	- - -	57	25 8 4
Brent, East - N.	78 3 6		
Brent, South N. 4	260 0 0	39	14 9 0
Brewham - N.	333 0 0		
Bridgwater (Dr. Morgan's) N. 2	28 2 0	117	*b*
Bridgwater (FriarnStreet), Infants - 11	- - -	125	60 15 2
		e 126	62 14 4

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	SOMERSET—*cont.*	£ s. d.		£ s. d.
316	Bridgwater, General - B. *c*			
316	Bridgwater, Girls - - N. 2	43 10 0	73	40 1 8
316	Bridgwater (St. Mary's, Mount Street), Infants - N. 2	136 15 0	112	57 15 2
316	Bridgwater, West Street, (Day and Ragged) - N. 2	405 0 0	139	72 17 2
316	‡Bridgwater W. *c*			
327	Brislington - N. 2	853 0 0	138	75 8 10
327	Brislington, Arno's Court Reformatory R.			
329	Bristol, St. Mary Redcliffe - N. 10	1,326 0 0	427	204 12 0
328	Bristol, Langdon Street - W. 1	- - -	143	67 2 8
329	Bristol, St. Mary Redcliffe, Infts. N. 10	- - -	190	55 14 6
329	Bristol, Temple Church, Colston's - 10	541 17 6	157	68 18 0
329	Bristol, Temple Ch., Infants - Ch. 10	- - -	219	80 8 1
313A	Brompton-Ralph - N.			
313B	Brushford - N.	*22 0 0		
320	Bruton - N. 7	171 15 0	91	41 18 0
			37	10 4 2
321	Buckland Denham - N. 6	102 0 0	74	38 19 0
			12	4 11 8
324	Burnham - N. 4	200 0 0	77	46 10 6
			11	2 17 6
324	Burrington, Mixed - 6	- - -	66	44 15 10
316	‡Burrowbridge Ch. 2			
323	Butleigh - N. 1	191 0 0	118	63 5 2
			17	5 14 2
325	Cameley - P. 7	122 1 3	93	53 6 4
325	Camerton, Mixed - 4	- - -	102	48 7 10
316	Cannington - N. 3	*140 0 0	127	65 2 0
			22	7 8 4
320	Castle Cary and Almsford - - N. 7	214 5 0	61	27 3 6
			43	13 14 2
316	Catcott - N. 1	37 10 0	52	5 19 4
321	Chantry (Industrial) - N. 6	782 2 0	33	22 1 10
318	Chard - - N. 5	24 0 0	165	80 17 4
			41	12 7 6
327	Charlton, Queen - N.	178 0 0		
317	Charlton, West - - N. 2	- - -	65	10 12 6
			32	10 16 8
324	‡Cheddar - N. *d*			
315	Cheddon, Fitzpaine - - N.	80 0 0		

c, but not paid. *b* Not claimed. *c* School closed. *d* Removed from inspection. *e* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SOMERSET—*cont.*	£ s. d.		£ s. d.
325	Chew-Magna P. 7	30 14 8	80	40 17 6
325	Chewstoke - N.			
323	Chewton Mendip - - P. 5	200 0 0	84	31 16 4
316	Chilton-upon-Polden, Sunday - -	*30 0 0		
319	Chinnock, West Ch. 2	- - -	61	34 13 6
324	Churchill - P. 6	25 16 8	33	16 3 0
325	Clandown - Ch. *a*			
313A	Clatworthy - Ch.			
313A	Cleeve (Old) N. 4	35 0 0	53	26 13 6
328	Cleeve, Trinity Ch.	207 0 0		
328	Clevedon - N. 6	*25 0 0	122	67 6 8
	" "	657 0 0	20	6 13 4
325	Clutton - B. 4	- - -	51	26 14 2
325	Clutton - N.	*44 0 0		
319	Coker, East - B. 4	- - -	158	59 9 1
			52	11 18 4
321	Coleford - Ch.	*60 0 0		
	" "	134 14 4		
321	Coleford - W.			
326	Combe Down N.	35 10 0		
315	Combe Florey N. 5	30 0 0	26	14 11 8
318	Combe, St. Nicholas' - N. 3	- - -	98	51 9 2
316	Combwich - N.	185 0 0		
324	Compton, Bishop - N.	50 0 0		
327	Compton, Dando - N. 2	226 0 0	40	23 2 4
325	Compton Martin - N.	55 0 0		
320	Compton Pauncefoot N. 3	- - -	53	38 13 8
			11	3 10 10
324	Congresbury N. 3	- - -	52	13 8 11
315	Corfe - - P. 5	- - -	36	22 11 6
327	Corston - N.	74 0 0		
323	Coxley - - N.	60 0 0		
322	Cranmore, East and West - - N. 3	13 9 0	45	24 18 4
318	Crewkerne - N. 2	250 0 0	137	80 8 2
317	Curry Rivel - P. 5	- - -	40	5 10 2
			8	0 8 0
315	Curry, North N. 2	240 8 4	93	44 7 10
			12	1 10 0
313A	Cutcombe, Endowed - N.			
323	Dinder - Ch. 5	- - -	23	12 4
325	Downside, Ch. Ch. - N.	85 0 0		
323	Dulcote - N. 5	- - -	35	21 7 6
313B	Dulverton - N. 4	342 8 0	118	71 18 6
328	Dundry - N.	296 0 0		
326	Dunkerton - N. 5	80 0 0	21	10 2 6
313A	Dunster - Ch. 4	- - -	30	11 3 2
313A	Dunster - W. 11	159 12 0	*b* 58	24 3 0
			47	15 7 10
316	Eastover, St. John's - N.	175 10 0		
313A	Elworthy - N.	*50 0 0		
322	Evercreech, Ch. Ch. - N. 6	675 9 0	159	73 6 3

a Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Gra (paid withi Year endin 31 Dec. 186 Average Attendance.	Amou
	SOMERSET—*cont.*	£ s. d.		£ s.
313B	Exmoor - N.			
328	Failand - N.	*40 0 0		
	"	23 15 6		
325	Farmborough P. 7	315 12 0	40	22 14
328	Flax Bourton N.			
258	Freshford - Ch.	104 15 0		
321	Frome, Ch. Ch. N.	181 0 0		
321	Frome, Milk Street - B. 2	37 10 0	143	37 1
321	Frome-Selwood N. 7	62 9 4	59	41 3
321	Frome - Selwood, Girls- N. 7	- - -	92	37 14
321	Frome, Trinity N. 7	166 19 8	129	56 3
321	Frome - - W. 2	- - -	117	35 5
323	Glastonbury, Boys and Girls - - N. 1	335 12 6	222	99 10
316	Gleinton - P.			
313A	Gupworthy Ch. 4	- - -	35	21 10
317	Hambridge - N.	100 0 0		
319	Hardington Mandeville N. 2	- - -	60	35 16
325	Harptree - B. 2	- - -	37	18 1
325	Harptree, East P. 5	- - -	37	14 1
319	Haselbury Plucknett - N. 5	- - -	88	47 1
315	Hatch-Beauchamp - N.			
324	Highbridge - N. 4	116 0 0	58	24 3
317	High Ham - Ch. 2	250 15 0	68	36 15
			20	7 10
318	Hinton, St. George - N. 5	287 0 0	74	41 1
323	Horrington, East - - Ch. 5	- - -	31	14 3
320	Horsington - N.	378 0 0		
313B	Huish-Champflower - N. 3	- - -	30	9 12
			10	3 11
316	Huntspill - N. 3	- - -	45	15 2
324	Hutton - Ch. 4	- - -	36	19 3
319	Ilchester - N.	*79 0 0		
318	Ilminster - N. 5	500 0 0	128	56 13
317	Keinton-Mandeville - N.	42 0 0		
328	Kenn - - N.	37 10 0		
327	Keynsham - P. 2	568 0 0	130	59 0
327	Keynsham - B. 3	- - -	102	26 14
321	Kilmersdon - Ch. 6	309 0 0	57	3 17
267	Kilmington N. 5	- - -	43	17 3
			6	1 15
317	Kingsdon - N.	*52 0 0		
328	Kingston Seymour - - P.	223 0 0		
314	Langford Budville - N. 2	- - -	52	23 1
321	Leigh - on - Mendip, St. Giles - - N. 3	- - -	62	39 17
319	Limington - N.	*35 0 0		
325	Littleton, High N. 7	144 11 4	50	24 18
324	Locking - N. 4	116 0 0	17	8

b For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
SOMERSET—*cont.*	£ s. d.		£ s. d.
Longford - N.	310 0 0		
Lovington - Ch. *a*			
Lullington - B. 2	- - -	38	12 10 11
		7	0 11 8
Lulsgate (Wrington), Mixed - N. 6	- - -	40	13 16 5
Luxborough N.			
Lyncombe Rushill - Ch. 11	- - -	73	27 8 6
Lyncombe, St. Mark's - N. 10	285 0 0	346	185 1 10
		43	15 12 6
Mark - - N. 4	123 6 8	55	14 3 0
Marston Biggott Ch. 7	- - -	51	33 16 6
		13	3 9 2
Martock - N. 2	158 8 0	147	80 17 0
		54	17 15 0
Meare - - N. 1	- - -	72	32 10 6
Mells - - Ch. 6	- - -	135	88 5 0
		13	4 14 2
Merriott - N. 2	*66 0 0	117	65 1 10
Middlezoy - N.	133 0 0		
Midsomer, Norton - N. 7	165 15 5	142	44 18 3
Milborne Port - - N. 2	- - -	168	95 11 4
Milborne Port - - B. 4	- - -	62	22 19 8
		36	8 11 8
		180	74 15 2
Milverton - N. 2	- - -	11	3 17 6
Monksilver - N.	76 0 0		
Montacute - N. 2	175 6 4	127	70 9 4
		49	17 7 6
Mudford - N.	81 0 0		
Nailsea - P.			
Nailsea, Ch. Ch. - - N.	150 0 0		
Nettlecombe, Yard - - N. 11	- - -	39	34 6 7
Northmoor *b*	26 6 0	23	2 11 6
Green - Ch. 2		8	1 3 4
Norton - Ch. 2	- - -	73	41 9 10
		29	11 5 10
Norton, St. Philip's Neilds - N.	40 0 0		
Oakhill - B. 2	- - -	51	18 11 9
		174	82 9 8
Paulton - N. 7	185 12 8	15	4 15 10
Paulton - W. 2	- - -	71	17 9 7
Pennard, East N.	35 0 0		
Pennard, West Ch. 1	289 17 0	87	44 9 0
Penselwood N.	69 0 0		
Petherton, North - N. 2	*150 0 0	110	48 18 4
" "	40 19 8	22	5 3 4
Petherton, North, Congregational B. 11	- - -	60	19 15 1
		10	2 11 8
Petherton, South, Boys and Girls - N. 2	- - -	149	58 1 0
Pill (Benevolent) - 3	655 0 0	245	133 17 0
Pill - - B. *c*			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SOMERSET—*cont.*	£ s. d.		£ s. d.
322	Pilton - - N.	40 0 0		
315	Pitminster - N.	145 0 0		
328	Portishead - N. 5	228 15 0	60	38 8 0
276	Poyntington Village - 11	- - -	31	15 0 8
325	Publow (Pyne's) N. 7	- - -	48	22 15 2
316	Puriton, Charity Ch.	184 10 0		
325	Radstock - N. 7	639 18 0	127	59 2 2
276	Rimpton - N. 11	32 0 0	21	12 0 4
			5	1 14 2
321	Road - - W. 2	- - -	77	24 13 11
314	Rockwell Green N. 5	12 0 0	143	67 14 4
			49	17 17 5
323	Rodney Stoke Ch.			
315	Ruishton - N. 5	133 0 0	43	17 2 7
318	Seavington, St. Michael's N.	45 0 0		
318	Shepton Beauchamp - N. 5	*60 0 0	90	48 3 10
	" "	202 4 0		
322	Shepton Mallet N. 5	1,062 12 0	337	165 15 10
322	Shepton Mallet B. *b*			
320	Shepton Montague - - 3	- - -	19	9 7 2
324	Shipham - N. 3	*40 0 0	43	19 15 4
	" "	17 10 0		
317	Somerton, Free, Ch. 2	- - -	64	33 18 8
			39	10 19 2
317	Somerton Monteclefe N. 2	- - -	83	44 5 10
316	Spaxton - N. 3	- - -	71	45 0 2
			17	4 15 10
313A	Stogumber, Mixed - Ch. 4	16 0 0	89	42 17 3
			122	50 6 10
313A	Stogursey - 3	- - -	27	8 12 6
315	Stoke, St. Gregory - Ch. 2	351 0 0	53	34 1 0
			9	3 17 6
322	Stoke Lane, St. Michael's N. 5	- - -	90	49 14 8
			21	7 7 6
326	Stoke, South, Ch. 2	- - -	51	34 2 11
320	Stoke, Trister N.	22 0 0		
325	Stowey - Ch. 7	- - -	28	20 3 6
316	Stowey-Nether Ch. 3	114 0 0	90	48 16 5
			35	7 18 0
316	Stowey Over Ch. 3	- - -	59	39 7 11
			11	2 19 2
322	Stratton - N. 5	282 0 0	57	30 2 0
			18	6 18 4
322	Street and Walton - B. 2	*100 0 0	90	23 13 4
	" "	689 2 0		
325	Sutton Bishop N.	70 0 0		
317	Sutton, Long, Ch. 1	21 0 0	33	18 5 6
			18	7 0 0
315	Tangier (Taunton).			
315	Taunton - B. 11	*75 0 0	225	86 5 6
	" "	203 8 4		
315	Taunton, Central - N. 2	*185 0 0	310	159 0 8
	" "	431 17 6		

a Removed from inspection. *b* School closed. *c* Merged into Pill Benevolent.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SOMERSET—*cont.*	£ s. d.		£ s. d.
315	Taunton, Original Infant 11	27 0 0	a71	33 9 9
			a83	34 6 2
315	Taunton - U			
315	‡Taunton, St. George's - R.			
315	Taunton, St. James' - N. 5	- - -	91	43 11 10
			12	3 18 4
315	Taunton, Trinity N. 2	- - -	146	56 13 10
320	Temple Combe N. 2	60 0 0	53	23 13 2
324	Theale - - N.	112 10 0		
315	Thorn Falcon N.			
328	Tickenham - N.	98 0 0		
313A	‡Timberscombe, Endowed - N.			
325	Timsbury - N. 7	95 0 0	157	88 18 0
			13	6 15 10
313A	‡Treborough N.			
326	Twerton - Ch. 11	636 6 0	132	78 4 10
321	Wanstrow - N. 3	72 0 0	26	12 13 7
314	Wellington - N. 5	- -	192	106 14 0
			109	53 2 8
314	Wellington (Fox, Brothers) - B. 11	- - -	49	13 5 10
			a125	62 13 4
			51	11 5 10
326	Wellow - N. 5	128 0 0	67	28 9 2
			10	3 1 8
323	Wells, Blue Coat.			
323	Wells, Central 5	1,400 0 0	258	138 11 6
			9	2 17 6
323	Wells, East, St. Thomas' N.			
323	Westbury - N. 5	- - -	37	16 3 6
326	Weston (near Bath) - N. 11	266 0 0	238	142 4 6
326	Weston (Bath), St. John's Ch. 11	- - -	75	20 3 7
324	Weston-super-Mare - - N. 4	320 0 0	262	128 12 2
324	Weston-super-Mare - - B. 3	169 13 4	123	35 14 8
324	Weston-super-Mare Ch. Ch. N. 4	- - -	157	69 4 4
324	Weston-super-Mare, Emmanuel, Infants - - N. 4	- - -	152	67 10 6
316	Weston Zoyland - - N. 3	66 4 0	72	34 13 4
326	Widcombe, (Girls and Infants) - P. 10	- - -	125	60 1 8
326	Widcombe (Bath) - N. 10	171 5 4	72	b31 6 0
			261	131 12 4
			12	4 8 4
320	Wincanton - N. 3	*130 0 0	66	30 17 4
	,, - ,,	29 10 0		
328	Winford - N.	96 0 0		
324	Winscombe - B.	*50 0 0		
318	Winsham - N. 5	- - -	99	50 5 4
			13	4 14 2
314	Wiveliscombe N. 5	176 0 0	95	53 3 2

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SOMERSET—*cont.*	£ s. d.		£ s. d.
324	Woodborough B.			
323	Wookey - N. 5	238 14 0	113	62 11 6
313A	Wootton-Courtney - - Ch. 4	- -	70	42 10 0
323	Wootton, North N.			
324	Worle - - N. 3	187 0 0	97	51 0 0
328	Wraxall, Trinity N. 5	- - -	35	16 7 2
324	Wrington - N. 6	*35 0 0	102	58 14 4
	,, - ,,	706 0 0		
321	Writhlington N.	30 0 0		
328	Yatton - N.	*72 0 0		
	,, - ,,	109 15 0		
328	Yatton - - B. 11	- - -	56	26 8 6
319	Yeovil, St. John's (Boys, Girls, and Infants) - N. 1	268 8 8	305	186 19 2
319	Yeovil, Hendford Trinity Ch. 1	447 5 0	175	94 12 8
	STAFFORDSHIRE.			
374	Abbot's Bromley - - N.	90 0 0		
378	Acton, Trussell and Bednall - N. 3	353 0 0	37	14 13
			4	1 3
366	Adbaston - N.	61 0 0		
380	Aldridge, (Girls and Infants) 1	- - -	90	40 7
377	Alrewas - N. 11	460 0 0	a131	48 11
			a135	58 4
373	Alton - - N. 9	116 10 0	48	25 1 1
373	Alton, St. John's - R. 10	- - -	67	28 8
383	Amblecote - N. 5	656 0 0	212	96 16
			24	7 18
383	Amblecote (Dennis' Park) N.	206 0 0		
384	Arley (Upper) N. 5	404 0 0	77	35 3
			18	5 16
364	Ashley - - N. 12	400 0 0	a54	20 3
			a66	37 0
368	Aston-in-Stone, St. Michael's - R.			
368	Aston, St. Saviour's - N. 10	80 0 0	58	41 18
369	Audley, Mixed N.	313 10 0		
369	Audley, Village, Girls' - N. 10	*130 0 0	111	58 2
	,, - ,,	135 7 6		
369	Audley - - W. 12	- - -	181	77 18
380	Barr, Great N. 1	570 0 0	42	24 14
367	Berkswich - N. 12	*50 0 0	a38	15 2
			a32	11 3
369	Betley - - N. 10	256 0 0	144	85 2
457	Biddulph Moor N. 3	155 6 8	84	37 3
379	Bilston - B. c	*150 0 0		

a For two years. b Additional grant for 1867. c School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
9	Bilston, St. Joseph's - R.			
9	Bilston, St. Leonard's - N. 12	1,480 10 0	239	115 13 4
9	Bilston, St. Leonard's, Wolverhampton St., Infts. - 12	- - -	18	4 6 8
9	Bilston, St. Luke's - N 12	175 10 0	33	12 6 6
9	Bilston, St. Mary's - N. 12	655 4 0	78	31 9 4
9	Bilston - W. 3	- - -	226	102 2 0
8	Bishop's Wood N. 3	273 0 0	64	22 15 1
0	Blakenhall - N. 1	395 12 6	36	14 16 4
0	Blakenhall Heath - N.	230 0 0	99	48 17 4
7	Blore and Swinscoe - N. 10	112 15 0	17	11 12 11
0	Bloxwich - N. 1	1,002 16 0	306	143 7 10
7	Blymhill - P. 11	416 0 0	24	6 8 4
9	Bradley, St. Martin's - N. 12	218 15 0	64	38 6 10
4	Bramshall Ch.		250	80 18 2
7	Brereton - N. 12	125 0 0	84	*a*
8	Brewood - N. 3	652 0 0	126	69 1 8
8	Brewood, St. Mary's - R. 9	- - -	66	21 6 3
8	Brierley Hill N. 1	*270 0 0	12	1 15 6
	" "	150 0 0	212	82 4 2
8	Brierley Hill W. 4	- - -	190	85 15 8
0	Brindley Ford W. 11	- - -	—	*b*
8	Brockmoor - N. 1	300 0 0	103	47 6 6
			9	3 0 10
1	Bromwich, West, All Saints' - N 2	67 0 0	298	147 16 0
			14	3 18 4
1	Bromwich, West, Ch.Ch.N. 2	665 14 0	245	107 16 6
			43	17 10 10
1	Bromwich, West, Ch.Ch. Newhall-street N. 2	- - -	156	62 18 6
1	Bromwich, West, Ebenezer Independent - -	100 0 0		
1	Bromwich, West, Gold's Hill, Ironworks - Ch. 2	- - -	372	192 4 10
			79	22 7 6
1	Bromwich, West, Hill Top - - W. 4	- - -	245	125 12 8
1	‡Bromwich, West - - R.			
1	Bromwich, West, St. James', Hill Top - - N. 2	400 0 0	259	125 12 10
1	Bromwich, West, St. Peter's - N. 2	427 10 0	307	149 13 8
			62	23 8 4
381	Bromwich, West, Summit - - B. 4	- - -	267	126 4 2
381	Bromwich, West, Holy Trinity - N. 2	297 10 0	243	115 15 0
381	Bromwich, West - - W. 4	1,800 0 0	455	224 13 10
372	Brown Edge N.	131 11 0		
371	Bucknall - N.	87 15 0		
370	Burslem, St. John's - N. 3	42 16 8	342	144 15 6
			33	13 10 10
370	Burslem, St. Paul's, Dale Hall - - N. 3	*150 0 0	222	105 14 10
		145 13 0	30	8 0 0
370	Burslem, St. Paul's (Sytch) N. 3	134 10 0	71	29 7 2
370	Burslem - W. 11	441 0 0	446	195 3 4
375	Burton-on-Trent (Anderstaff Lane), Mixed N. 11	100 0 0	*c* 88	47 12 0
			c 87	45 1 2
375	Burton-on-Trent - B.	264 3 4		
375	Burton-on-Trent, Ch.Ch.N. 11	971 0 0	530	253 2 2
			54	12 15 0
375	Burton-on-Trent, Trinity, Boys, Girls, and Infants - N. 11	504 4 0	*c* 342	163 18 6
			340	152 11 4
378	Bushbury - N. 3	- - -	86	42 16 2
380	Caldmore - N. 3	297 2 6	132	12 9 5
			26	9 15 0
377	Cannock Chase Colliery - 11	- - -	169	89 12 0
			c 204	98 19 0
378	Cannock, Endowed - N. 3	- - -	95	47 18 8
378	Cannock, Infant - - Ch. 3	- - -	55	29 6 2
382	Capponfield Ironworks Ch. 10	- - -	—	*b*
367	Castletown, St. Thomas Ch. 10	- - -	149	102 16 9
373	Cauldon, Low N. 9	100 0 0	47	20 6 8
373	Caverswall - N. 6	215 15 0	79	44 18 10
			11	3 0 10
373	Caverswall - R. 10	- - -	66	25 6 6
373	Cheadle - N. 6	615 14 8	277	150 19 1
			8	0 18 5
373	Cheadle, St. Giles' - - R. 10	- - -	165	111 2 8
373	Cheadle, St. Wilfred's - R.			
368	Chebsey - N. 10	162 17 6	—	*b*
373	Cheddleton - N. 9	221 4 6	85	55 15 0
378	Cheslyn Hay B.	*100 0 0		
370	Chesterton - N. 4	834 0 0	221	84 14 4
			33	8 14 2
370	Chesterton (late Alsager's Bank) - N.	*130 0 0		
		20 0 0		
369	"Chorlton" - N.	68 0 0		
378	Church Eaton Ch.	181 0 0		

a Refused under Article 52 *d*. *b* Due, but not paid. *c* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
376	Clifton Campville - - N. 11	- - -	40	17 7 6
			a 8	18 8 5
			12	2 13 4
370	Cobridge - N. 4	- - -	138	50 12 3
370	Cobridge, St. Peter's - R. 10	- - -	139	63 0 10
379	Codsall - - N. 11	230 0 0	114	52 16 8
			a 108	59 14 2
377	Colton - Ch. 12	- - -	71	*b*
382	Corngreave's New British Iron Company's - 5	- - -	303	157 0 4
			48	17 11 8
382	Coseley, Ch. Ch. - - N. 10	193 0 0	269	145 11 10
382	Coseley (Darkhouse Chapel) - B. 3	*150 0 0	100	5 9 3
382	Coseley (Prince's End) - - N. *c*	318 0 0		
382	Coseley, West N. 10	252 0 0	211	95 2 8
368	Cotes Heath N.	75 0 0		
378	Coven - Ch. 3	274 0 0	58	25 2 10
368	Cranberry Alley (Cote's Heath) - N.	*25 0 0		
373	Creswell, St. Mary's - R. 10	- - -	55	24 8 2
368	Croxton - N.	163 0 0		
380	Darlaston - B.	*300 0 0		
380	Darlaston (Old Church) - N. 3	- - -	135	62 4 6
380	Darlaston Green, St. George's - N. 3	373 10 0	165	74 19 4
380	Darlaston - W. 4	- - -	122	36 16 2
373	Denstone - Ch. 9	- - -	52	19 17 2
373	‡Dilhorne, Endowed Free N.			
374	Draycott-in-Hanbury - N. 11	95 0 0	72	38 7 8
373	Draycott-le-Moors - N. 6	271 0 0	31	14 1 6
368	Dresden - Ch. 10	- - -	176	62 4 5
368	Eccleshall - N. 2	279 3 9	151	81 9 6
368	Eccleshall, Offley Hay N.	147 2 6		
371	Edensor, Mixed 3	- - -	41	15 12 11
447	Ellastone - N. 10	422 0 0	110	62 6 10
379	Enville - P. 5	- - -	95	52 7 8
			9	2 7 6
378	Essington - N. 3	115 3 6	87	39 16 10
371	Etruria - N.	245 0 0		
371	Etruria - B. 11	- - -	120	63 6 8
			a 24	5 13 4
			141	82 1 4
371	Etruria, Unsectarian - - 11	- - -	129	55 7 0
			9	2 12 6
			a 114	65 0 6
			9	3 15 10
382	Ettingshall - N. 12	223 2 11	172	91 16 0
			61	21 9 2
379	Ettingshall - W. 3	200 0 0	50	17 14 8
379	Ettingshall, Infant - W. 3	- - -	66	26 10 2
	STAFFORD—*cont.*	£ s. d.		£ s. d.
376	Fazeley - Ch. 11	310 10 0	164	54 8 11
			a 198	90 15 0
			365	182 4 10
371	Fenton - N. 3	- - -	121	29 17 6
371	Fenton, China Street - N. 3	- - -	86	9 14 3
367	Forebridge - N. 10	170 0 0	106	57 14 11
373	Forsbrook - N. 5	185 0 0	35	15 1 8
367	Fradswell - N.			
373	Freehay, St. Chad's - N. 6	355 1 2	70	33 15 10
457	Gillonshaw Brook - W. 5	- - -	106	52 5 6
			16	6 8 4
370	Goldenhill - N. 3	204 13 4	165	79 2 6
			9	2 7 6
382	Gornal - - B.	*150 0 0		
382	Gornal, Lower N.	300 0 0		
382	Gornal, Upper N. 7	218 0 0	87	36 4 6
369	Halmer End N. 10	125 16 8	87	44 11 0
377	Hamstall-Ridware - - N. 12	- - -	48	18 7 2
			a 48	23 8 10
375	Hanbury, Endowed - N. 11	150 0 0	78	27 10 10
381	Handsworth N. 3	- - -	125	63 0 6
381	Handsworth Island Cottage Industrial Home.			
381	Handsworth, St. James' - N. 3	65 0 0	198	73 9 4
381	Handsworth, St. Michael's N. 3	236 0 0	217	119 2 3
			12	4 0 0
368	Hanford - N. 10	147 17 6	138	61 12 8
			28	9 11 8
371	Hanley - N. 4	- - -	296	141 13 0
			38	4 15 0
371	Hanley, Bethesda - - B. 11	- - -	213	100 14 2
			a 228	100 2 0
371	Hanley - R. 10	- - -	255	139 1 0
			65	17 2 0
371	Hanley - W. 11	- - -	242	127 6 0
393	Harborne, Endowed - N. 3	*140 0 0	89	35 15 2
	" " "	86 10 0		
393	Harborne Heath, St. John's - Ch. 3	366 5 0	154	80 10 2
393	Harborne - B. 6	- - -	131	73 7 4
370	Harriseahead W. 11			*d*
371	Hartshill - N. 4	- - -	176	80 15 3
367	Haywood, St. John the Baptist's - R. 9	270 0 0	26	19 10 0
378	Hednesford Ch. 3	202 2 6	70	23 13 0
366	High Offley, St. Mary's - N.	208 0 0		
368	Hilderstone N. 10	- - -	35	13 10 0
367	Hixon, St. Peter's - N. 6	194 8 0	74	37 3 0
373	Hollington - N. 6	- - -	39	18 13 0
371	Hope, Trinity N.			
375	Horninglow - N.	40 0 0		
372	Horton Lee - N. 6	100 0 0	30	4 10 0

a For two years. *b* Refused under Article 52 *d*. *c* School closed. *d* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
367	Hyde Lea, Infant - Ch. 3	204 0 0	21	9 14 2
373	Ipstones - P. 9	302 2 0	127	52 10 10
369	Keele - - Ch. 10	- - -	92	40 0 10
370	Kidsgrove - N. 5	- - -	437	248 12 6
			62	20 11 8
370	Kidsgrove - W. 9	- - -	117	55 6 8
			12	4 18 4
377	Kings Bromley, Infants' N.	30 0 0		
377	Kings Bromley - - P. 11	- - *a*	62	29 13 2
			66	30 18 6
381	Kingshill - Ch. 4	- - -	97	36 1 2
373	Kingsley, Infants' - Ch. 9	- - -	88	25 9 3
383	Kingswinford, Glynne - N. 6	177 10 0	82	41 7 4
383	Kingswinford (Oak Farm Ironworks) N.	800 0 0		
383	Kingswinford, St. Mary's - N. 6	340 0 0	181	87 5 4
			18	7 8 4
379	Kinver - N. 5	*55 0 0	180	77 2 2
	,, ,,	283 15 0	11	3 5 10
366	Knightley - N.	129 6 8		
357	Knypersley Ch. 3	- - -	143	62 2 6
378	Lapley and Wheaton Aston - - N. 3	324 0 0	67	27 12 8
380	Leasowe (Shaw's) - N.			
372	Leek, Brunswick, Infants' - - W. 5	- - -	70	29 18 9
372	Leek, Compton, Infants' - - 9	- - -	103	37 11 11
372	Leek, Parish Church - N. 9	*350 0 0	209	98 5 10
	,, ,, - N. 9	85 0 0	28	7 13 4
372	Leek, St. Luke's - N. 9	243 0 0	209	89 9 3
372	Leek (West Street) - W. 5	- - -	101	50 16 3
374	Leigh, Endowed Free *b*	311 0 0		
374	Leigh - - N. 6	- - -	57	29 14 4
377	Lichfield, St. Mary's - N. 11	218 15 0	158	75 0 2
			a 163	87 10 6
377	Lichfield, St. Michael's - Ch.	192 12 0		
377	Longdon - N. 3	116 14 0	48	17 3 4
371	Longton - N. 3	*125 0 0	367	203 12 7
		879 15 0	65	16 14 2
371	Longton, Mount Pleasant, Mixed 3	- - -	124	71 18 6
			58	15 6 8
371	Longton, St. Gregory's - R. 10	- - -	222	121 11 0
			33	23 10 10
371	Longton - W. 11	- - -	87	26 0 10
369	Madeley, Endowed - N. 10	- - -	100	19 15 0
360	Maryvale, Industrial - R.			
367	Mayfield - N. 10	355 4 0	90	50 16 2
368	Milwich - N. 10	- - -	31	15 16 8
			5	1 14 2
368	Moddershall N.	105 0 0		
366	Moreton (in Gnosall) - N. 2	84 0 0	54	31 2 8
370	Mowcop - N. 5	157 10 0	113	70 3 0
			8	2 6 8
381	Moxley - N. 4	*200 0 0	172	87 17 10
	,, ,,	60 0 0		
374	Newborough N. 6	- - -	30	15 11 0
369	Newcastle-under-Lyne N. 9	90 16 8	382	182 19 4
369	Newcastle-under-Lyne B. 12	*350 0 0	101	32 6 10
		67 16 7		
369	Newcastle-under-Lyne, St. George's N. 9	*75 0 0		
		693 0 0	214	93 6 0
369	Newcastle-under-Lyne, St. Patrick's R. 9	- - -	228	124 11 6
			63	21 2 6
370	Newchapel - N.	152 0 0		
366	Norbury - N. 11	52 6 8	18	2 16 10
368	Normacot - N. 10	- - -	87	42 17 4
371	Northwood - N. 5	646 10 0	315	160 4 6
			8	3 0 0
378	Norton Canes N. 3	153 10 0	76	*c*
372	Norton-in-the-Moors - N. 5	109 17 0	131	43 17 10
			11	3 6 2
373	Oakamoor - N.	196 0 0		
382	Ocker Hill - N. 10	615 0 0	220	118 17 0
			31	7 4 2
377	Ogley Hay, St. James' - N. 11	598 18 0	147	65 1 2
			a 149	64 4 3
377	Ogley Hay, (Brownhills) St. Thomas Ch. 11	81 0 0	74	10 17 7
368	Oulton - - N.	142 0 0		
380	Pelsall - - N. 3	152 0 0	137	62 19 6
380	Pelsall - - B.	*100 0 0		
380	Pelsall - - W. 3	- - -	140	76 18 0
371	Penkhull, St. Thomas's - N. 4	385 10 10	213	93 18 8
			24	7 3 4
378	Penkridge - N. 3	- - -	196	87 1 11
379	Penn, St. Philip - N. 11	- - -	74	36 12 10
383	Pensnett, Boys and Girls - N. 1	735 0 0	235	105 19 4
			10	2 15 0
383	Pensnett, Infants - - N.	70 1 6		
383	Pensnett - B. 4	- - -	158	84 13 2
			27	8 10 0
380	Pleck and Bescott - N. 2	542 18 8	197	82 1 4
			70	31 14 8
383	Quarry Bank N. 7	302 0 0	40	10 8 4
374	Rocester - N. 9	122 0 0	87	44 14 8
375	Rollestone - Ch. 11	- - -	61	36 11 6
367	Ronton - N. 2	37 6 8	22	13 3 8
382	Rowley Regis N. 7	218 0 0	196	112 4 10
			16	4 3 4
377	Rugeley, Prince of Wales' - N. 3	274 15 0	192	*c*
377	Rugeley, St. Etheldreda's R.			
377	Rugeley - W. *d*			

a For two years. *b* Incorporated with Leigh, N.S. *c* Refused under Article 52 *d*. *d* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
380	Rushall - N. 3	160 0 0	61	26 4 0
380	Rushall Butts N.	294 15 0		
368	Sandon - N. 10	- - -	39	20 2 8
382	Sedgley (Catchem's Corner) - N.	*175 0 0		
382	Sedgley (Straits and Can Lane) N.	*130 0 0		
371	Shelton, Ashley St. 5	- - -	90	44 11 0
371	Shelton, Granville - N. 4	- - -	326	171 2 4
			52	13 13 4
371	Shelton, St. Mark's - N. 5	*195 0 0	314	140 6 2
	" "	105 0 0		
377	Sheustone - N. 11	*97 0 0	59	31 16 8
		445 0 0	*a* 9	2 9 2
	" "		62	31 6 6
357	Sheriff Hales, Duke of Sutherland's 11	- - -	74	39 14 8
379	Short Heath (Willenhall) W. 3	- - -	65	26 0 10
370	Silverdale - N. 4	507 15 9	319	143 14 8
372	Smallthorne N. 3	67 10 0	137	38 10 9
			23	8 10 10
393	Smethwick - N. 3	374 0 0	283	151 18 1
			30	6 0 5
393	Smethwick (Chance's) - N. 3	- - -	469	224 0 2
			128	46 1 8
393	Smethwick, Old Church Ch. 3	- - -	71	33 7 8
393	Smethwick - R.	220 0 0		
393	Smethwick, St. Matthew's - N. 3	808 19 0	367	201 7 10
			42	10 11 8
393	Smethwick - W. 3	300 0 0	107	47 11 8
370	Sneyd - - N. 6	342 10 0	172	27 15 0
367	Stafford - B. 4	*150 0 0	216	95 3 2
367	Stafford, Ch. Ch. - - N. 10	- - -	202	142 14 0
			13	3 15 10
367	Stafford, St. Augustine's R. 9	- - -	115	58 16 2
367	Stafford, St. Mary's - N. 10	989 0 0	386	286 1 4
367	Stafford, St. Patrick - R. 9	- - -	134	42 16 3
371	Stoke-upon-Trent - N. 5	- - -	419	228 16 10
			78	27 10 0
371	Stoke-upon-Trent, Booth-en Branch - 5	- - -	116	49 11 8
			13	2 10 0
371	Stoke-upon-Trent, Cliffe Vale - 5	- - -	143	61 0 6
			12	3 8 4
371	Stoke-upon-Trent, Mount Pleasant Branch, Mixed 5	- - -	147	59 13 0
			21	7 0 10
368	Stone, Ch. Ch. N. 10	412 0 0	267	118 13 10
368	Stone - P. 10	791 0 0	115	57 8 6
368	Stone, St. Ann's - - R.			
377	Stowe, Lichfield Endowed - Ch.	40 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
375	†Stretton - N.			
379	Swindon - N. 5	- - -	52	21 16 1
368	Swynnerton Ch.			
369	Talk-o'-the-Hill - - N. 9	*130 0 0		
	" " "	56 6 0	146	71 19 6
369	Talk-o'-the-Hill (Butt Lane) - N. 9	230 10 6	79	47 0 10
			11	3 4 2
369	Talk-o'-the-Hill, New Road - W. 9	- - -	87	39 4 4
			26	11 11 8
376	Tamworth - N. 11	206 10 4	*a* 345	174 9 8
			370	163 16 5
376	Tamworth (Glascote) Mixed - N. 11	291 12 0	*a* 79	35 5 4
			a 97	42 11 10
376	Tamworth (Sir R. Peel's), (Endowed) 11	- - -	64	38 8 0
373	Tean - - B. 11	- - -	125	73 1 4
			38	10 16 8
379	Tettenhall - N. 10			
379	Tettenhall Wood, Mixed Infants - N. *b*	191 7 2	267	142 3 4
379	Tettenhall, Infants - N. 10	- - -	60	13 0 7
381	Tipton, Great Bridge - W. 3	1,048 0 0	264	120 13 4
382	Tipton, St. John's - N. 10	- - -	141	69 7 6
382	Tipton, St. Martin's - N. 10	794 0 0	252	131 12 8
			31	6 7 6
382	Tipton, St. Paul's - Ch. *c*			
382	Tipton, St. Paul's, Mixed - N. 10	- - -	152	62 15 2
382	Tipton, St. Paul's, Infants - N. 10	- - -	113	56 11 10
382	Tipton - W. 3	- - -	220	85 1
368	Tittensor - N. 1	- - -	46	19 14
367	Tixall - - Ch. 6	- - -	43	21 17
371	Trent Vale - N. 4	125 0 0	79	42 3
379	Trysull, Endowed - 5	- - -	54	20 10
370	Tunstall - N. 5	*300 0 0	297	141 18
	" "	70 0 0	31	8 17
370	Tunstall, St. Mary's - N. 5	281 10 3	175	63 9
			21	4 0 10
370	Tunstall W. 11		*d*	
375	Tutbury, (Wakefield Charity) Endowed, Boys (Free) - Ch. 11	142 0 0	83	51 0
			a 81	24 4 11
			93	16 4
			72	20 10 4
375	Tutbury, Girls - - Ch. 11	- - -	148	82 0
374	Uttoxeter, St. Mary's - N. 9	258 12 0	210	82 9
			21	4 12
374	Uttoxeter - W. 11	- - -	83	85 8
377	Wall - - N. 11	153 10 0	87	21 16

a For two years. *b* Amalgamated with N.S. *c* School not existing. *d* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
380	Walsall, Blue Coat - - N. 3	1,760 0 0	592	304 11 10
380	Walsall, St. Matthew's, N.	173 0 0		
380	Walsall, St. Mary's - R. 9	- - -	143	76 12 8
			24	11 1 8
380	Walsall, St. Patrick's - R. 9	- - -	263	140 18 0
			16	6 10 0
380	Walsall, St. Peter's (Birchills) N. 1	344 0 0	128	68 15 2
			19	5 19 2
380	Walsall, St. Peter's (John St.) - N. 1	34 10 8	245	116 2 6
380	Walsall, St. Peter's, Infants - - N. 1	103 7 6	36	13 8 4
380	Walsall - W. 3	1,305 5 0	234	91 15 4
380	Walsall Wood N. 3	515 0 0	96	42 17 6
			12	2 15 0
378	Water-Eaton Ch. 3	- - -	45	18 12 10
381	Wednesbury B. 4	- - -	169	101 16 8
			21	7 14 2
381	Wednesbury, Girls - B. 4	- - -	67	26 3 3
381	Wednesbury, Holyhead Road - W. 4	- - -	166	54 8 10
			15	4 5 10
381	Wednesbury, St. Bartholomew's - N. 4	327 13 2	309	173 15 2
381	Wednesbury, St. James' - N. 4	947 0 0	350	179 15 8
			9	1 2 6
381	Wednesbury, St. John's - N. 4	652 5 0	348	161 15 0
			97	35 10 10
381	Wednesbury W. 4	- - -	195	92 3 10
			64	a27 8 6
379	Wednesfield N. 10	819 0 0	160	62 14 8
			19	6 9 2
379	Wednesfield B.	*75 0 0		
379	Wednesfield Heath - N. 10	670 0 0	94	53 6 8
379	Wednesfield Heath - W. 1	295 5 0	134	72 2 8
371	Wellington (Hanley) - N. 5	345 6 3	189	92 15 10
371	Wellington (Hanley) Eastwood Vale Branch 5	- - -	89	42 19 6
373	Wetley Rocks N. 9	120 0 0	65	30 4 8
377	Whittington Ch.	105 10 0		
376	Wiggington N. 3	- - -	50	30 0 0
379	Willenhall, Little London - - B.	150 0 0		
379	Willenhall, Primitive Methodist -	*125 0 0		
379	Willenhall, St. Ann's N. 10	557 0 0	152	67 15 0
	,, ,,		26	6 15 0
379	Willenhall, St. Giles' - N. 10	351 0 0		b
379	Willenhall, Holy Trinity - - N. 10	535 0 0	c 71	17 16 0
			75	34 0 4
379	Willenhall - W. 3	- - -	106	38 1 0
375	Winshill, Holy Trinity - N.	60 0 0		
370	Wolstanton - N. 4	201 15 0	200	72 3 2
			15	3 9 2
379	Wolverhampton, Blue Coat - - Ch.	39 0 0		
379	Wolverhampton, Chillington Co.'s - N. 11	- - c	196	98 5 0
			213	103 0 0
			46	13 6 8
379	Wolverhampton, Ragged -	462 15 0		
379	Wolverhampton, St. George's - N. 11	577 12 6	172	83 7 11
			29	11 0 10
379	Wolverhampton, St. George's Branch - N. 11	255 0 0		
379	Wolverhampton, St. James' - N. 11	363 15 0	284	125 2 0
			32	6 18 4
379	Wolverhampton, St. James, Causeway Lake - 11			b
379	Wolverhampton, St. John's - N. 10	*260 0 0	275	153 16 6
		283 2 6	27	7 5 10
379	Wolverhampton, St. John's (Steelhouse Lane), Infant - 10	- - -	93	40 8 8
379	Wolverhampton, St. Luke's (Blakenhall, New) Ch. 11	- - -	264	121 2 10
			22	4 5 7
			c 280	142 17 2
			20	5 8 4
379	Wolverhampton, St. Mark's - N. 11	325 0 0	207	63 10 8
			c 216	57 14 8
			19	5 17 6
379	Wolverhampton, St. Mary's - N. 11	401 0 0		b
379	Wolverhampton (Snow Hill), St. Mary's, Boys - R. 9	- - -	65	26 7 4
379	Wolverhampton, St. Mary's, Girls and Infants R. 9	- - -	121	64 6 4
379	Wolverhampton, St. Matthew's N. 11	200 0 0	213	122 15 10
			27	9 12 6
379	Wolverhampton, St. Patrick's and St. George's, Girls - - R. 9	160 0 0	331	137 19 3

a Addition to grant for 1867. *b* Due, but not paid. *c* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
379	Wolverhampton, St. Paul's - N. 11	451 0 6	301	166 8 4
			a 22	5 11 8
			301	158 6 2
			19	7 2 6
379	Wolverhampton, St. Peter's, Collegiate - N. 11	703 5 0	439	235 5 2
			78	29 11 8
379	Wolverhampton, St. Peter's and St. Paul's, Boys - - R.			
379	Wolverhampton, St. Peter's, Whitmore Rean's N. 11	320 0 0	113	53 13 8
379	Wolverhampton, Snow Hill, Congregational 3	*500 0 0	173	75 14 10
379	Wolverhampton - - W. 3	1,095 0 0	291	166 11 8
379	Wombourn - N. 5	686 14 0	95	45 16 10
			5	1 15 10
379	Wombourn Swindon - Ch.	187 1 3		
369	Woodlane - Ch. 10	- - -	85	36 7 8
383	Wordsley - N. 6	258 0 0	294	134 7 4
			20	7 6 8
378	Wyrley, Great N. 3	- - -	83	40 0 8
377	Yoxall - - N.			
	SUFFOLK.			
212	Acton - - P. 4	- - -	54	26 0 6
224	Aldeburgh - N. 10	- - -	203	104 12 8
223	Alderton - N. 10	225 0 0	66	26 18 8
225	Aldringham N.	40 0 0		
212	Alpheton - N.	48 0 0		
212	Assington - Ch. 3	- - -	54	28 2 0
218	Bacton - Ch. 3	- - -	38	*b*
249	Barnham, St. Gregory's - N. 3	- - -	71	46 5 6
			15	7 4 2
249	Barningham Ch.	120 13 4		
214	Barrow - N.	114 0 0		
223	Bawdsey - N.	105 15 0		
220	Baylham - N. 11	210 10 0	*c*	
226	Beccles - N. 2	*125 0 0	110	58 0 8
	" "	263 0 0		
226	Beccles - B. 4	*150 0 0	101	44 15 2
	" "	39 0 0		
219	Bedfield - N.	132 0 0		
227	Belton - N. 2	282 3 0	81	45 2 3
224	Benhall - N. 10	- - -	82	21 9 6
221	Bentley - N. 12	295 4 0	*a* 50	28 8 4
			a 62	30 10 8
213	Bildeston - Ch. 4	244 6 11	85	53 7 6
			15	4 9 2
224	Blaxhall - N. 7	- - -	64	26 2 10
227	Blundeston - N. 1	66 10 0	81	39 6 2
213	Boxford - N. 3	111 6 0	115	41 14 4
			22	5 13 11
213	Boxford - B.			
227	Bradwell - N.	90 0 0		

a For two years. *b* Refused under Article 51 *a*. *e* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants paid (within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SUFFOLK—*cont.*	£ s. d.		£ s. d.
220	Bramford - N. 6	353 16 0	122	60 16 2
249	Brandon - N. 3	53 0 0	68	33 16 6
221	Brantham - P. 5	122 0 0	40	*d*
223	Bredfield - N.	80 0 0		
218	Brome and Oakley - N. 11			*c*
223	Bromeswell - N.	50 0 0		
223	Bucklesham N.	67 10 0		
226	Bungay - N. 2	*181 7 0	173	93 0 8
	" "	44 5 0	25	10 14 2
226	Bungay - B. 4	*150 0 0	88	49 1 6
			17	6 2 6
212	Bures, St. Mary's N. 4	*58 0 0	168	103 7 8
	" "	342 10 0	32	10 10 0
212	Bures, St. Mary - B. 10	- - -	46	18 15 5
227	Burgh Castle N. 2	205 0 0	41	18 18 0
215	Bury St. Edmund's, St. James' - N. 5	500 0 0	316	145 18 6
215	Bury St. Edmund's, St. John's Infant - - N. 5	- - -	123	39 13 5
215	Bury St. Edmund's, St. Mary's - P. 5	- - -	95	49 8 2
215	Bury St. Edmund's, St. Mary's, Infants' - *e*			
224	Butley - - N.	80 0 0		
224	Campsea Ashe Ch. 7	- - -	34	14 15 6
221	Capel, St. Mary's - N.	225 0 0		
227	Carlton Colville - - N. 1	60 0 0	80	40 18 0
212	Cavendish - N. 3	213 6 0	83	36 3 6
			15	3 14 2
221	Chelmondiston N. 11	280 0 0	100	50 13 4
			26	9 0 0
214	Chevington - N.	144 0 0		
211	Clare - - Ch. 4	422 0 0	102	56 9 2
213	Cockfield - N. 4	229 4 0	70	38 14 2
224	Coddenham, Endowed - 7	111 0 0	57	*f*
221	Copdock and Washbrook N.	50 0 0		
211	Cowlinge the College -	201 16 8		
224	Cransford - N. 7	97 4 0	28	4 5 11
225	Cratfield - Ch. 10	- - -	36	11 11 10
223	Dallinghoe and Charsfield - N. 11	146 0 0	53	19 0 5
223	Debach - N.	113 0 0		
220	Debenham - N. 11	*70 0 0	78	48 7 0
217	Drinkstone - N.	220 0 0		
217	Elmswell - N. 3	- - -	52	26 0 8
221	Erwarton - N.	*27 0 0		
218	Eye - - N. 7	250 0 0	134	54 1 6
			42	11 13 4
224	Eyke - - P. 10	276 0 0	73	33 7 4
223	Falkenham - Ch. 10	- - -	89	55 5 3
			20	6 15 0
216	Freckenham N.	30 5 0		

c Due, but not paid. *d* Refused under Article 51 *b*. *f* Refused under Article 52 *d*.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
SUFFOLK—*cont.*	£ s. d.		£ s. d.
Fressingfield N. 11	123 0 0	100	57 12 4
Fritton - N.	45 0 0		*a*
Gazeley - N.	34 0 0		
Glemham, Little - Ch. 10	- - -	45	15 17 9
Gorleston and Southtown N. 2	278 0 0	241	106 14 8
Hadleigh - N. 5	174 0 0	107	46 15 0
Hadleigh - B.	*200 0 0		
" "	31 3 4		
Halesworth - N. 10	129 0 0	309	171 8 8
		13	4 4 2
Harkstead - N. 7	87 3 9	45	18 15 0
Haverhill - B. 4	- - -	71	30 5 0
Hawkedon - N.	80 0 0		
Helmingham Ch. 6	- - -	130	39 5 2
Henham and Wangford - N. 11	486 0 0	105	65 5 8
Henley - N.	*42 0 0		
Hepworth - N.	36 6 8		
Hessett - N. 3	121 10 0	49	24 15 8
Heveningham Ch. 10	137 0 0	50	21 17 2
Hintlesham - N.	23 0 0		
Hitcham - N. 4	80 0 0	86	41 19 4
		9	2 19 2
Holbrook - N. 12	581 8 0	57	30 18 2
Holton - N. 10	184 0 0	45	14 1 8
Hoo and Letheringham - N. *b*	40 0 0		
Hopton by East Harling N. 3	258 18 0	44	*c*
Hopton by Lowestoft - N. 2	63 15 0	48	21 5 1
Horham - N.	121 0 0		
Horningsheath N. 3	- - -	89	41 18 0
Hoxne and Denham - N. 11	- - -	85	41 10 8
		24	7 15 0
Ilketshall, St. Margaret's N.	30 0 0		
Ipswich - B. 4	536 12 8	417	204 10 6
Ipswich - U.			
Ipswich, Nottidge, Infts. N. 6	- - -	101	58 9 1
Ipswich, St. Clement's and St. Helen's N. 7	540 19 2	487	238 4 0
Ipswich, St. John's, California - N. 6	177 13 9	91	45 0 4
Ipswich, St. Margaret's N. 7	172 0 0	175	96 9 6
Ipswich, St. Mary Stoke Ch. 7	- - -	79	29 16 9
		34	10 10 0
Ipswich, St. Matthew's (District) - N. 6	993 0 0	429	221 1 8
Ipswich, St. Peter's - N. 7	675 0 0	195	80 6 2
Ipswich, Holy Trinity - N. 7	360 17 4	288	155 9 4
Ipswich, Wykes Bishop St. - W. 4	- - -	104	50 6 10
Ixworth - N. 4	50 0 0	109	61 9 4
		29	5 5 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	SUFFOLK—*cont.*	£ s. d.		£ s. d.
223	Kesgrave - N. 6	- - -	148	83 16 8
227	Kessingland N. 2	- - -	54	31 3 6
213	Kettlebaston N.	*37 0 0		
213	Lavenham - N. 4	*100 0 0	74	24 0 8
	" - "	100 0 0		
213	Lavenham - B. 7	- - -	118	69 13 4
219	Laxfield - N.	80 0 0		
225	Leiston - N. 1	238 3 6	78	38 10 0
227	Lowestoft (Annot's) - N. 2	6 13 4	98	44 16 0
227	Lowestoft, Girls - N. 2	254 10 0	124	58 16 2
227	Lowestoft, St. John's - N. 2	25 3 0	270	102 4 0
227	Lowestoft, St. John's Infants - N. 2	129 4 6	26	6 3 4
227	Lowestoft, Upper Infants - 2	- - -	73	34 5 2
227	Lowestoft (Wylde's) - N. *d*			
212	Melford, Long N. 4	793 10 0	177	101 8 0
			24	6 10 0
212	Melford, Long B. 10	- - -	64	26 4 2
212	Melford, Long, Bridge St. - Ch. 4	- - -	31	15 4 10
223	Melton - - N. 10	122 9 10	57	23 9 2
218	Mendlesham Ch. 5	- - -	66	32 3 8
216	Mildenhall, Sir C. Bunbury's, Boys' - - 10	- - -	69	33 11 6
216	Mildenhall, Sir C. Bunbury's, Girls' - - B. 10	- - -	65	23 4 10
216	Mildenhall, West Row - N. 3	45 2 4	48	23 15 4
212	Nayland - N. 11	- - -	134	75 0 4
			20	6 10 0
220	Needham, Market - N. 11	- - -	63	30 15 6
			29	8 5 10
220	Needham, Market - B. 11	- - -	116	59 1 0
189	Newmarket, St. Mary's - N. 7	250 0 0	81	24 11 2
212	Newton - N.	*50 0 0		
217	Norton, St. Andrew's - N.	*50 0 0		
224	Orford, Crown and Castle Lane - - 4	- - -	70	34 12 10
227	Pakefield - N.	247 10 0		
214	Pakenham - Ch. 3	- - -	115	51 2 4
218	Palgrave - N. 5	- - -	58	20 15 4
			17	5 12 6
224	Parham - N.	37 0 0		
211	Poslingford - N.	32 0 0		
213	Preston, St. Mary's - N. 4	166 17 8	51	36 8 0
214	†Rede - - P.			
218	Redgrave and Botesdale - N. 5	134 0 0	70	35 18 10
			13	4 5 10
224	Rendham - N.	67 0 0		
224	Rendlesham N. *d*			
217	Rickinghall - N. 3	237 10 0	97	57 4 1
			20	6 6 7

See Wheatacre Union of Schools, Norfolk. *b* School not in existence. *c* Refused under Article 52 *d*.
Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SUFFOLK—*cont.*	£ s. d.		£ s. d.
214	Risby - - Ch.	132 10 0		
225	Rumburgh and St. Michael's N. 10	120 0 0	46	26 16 6
223	Rushmere, St. Andrew's - N. 7	80 0 0	63	37 5 6
			14	4 11 8
224	Saxmundham N. 10	- - -	129	61 0 6
221	Shotley - N. 10	96 10 0	59	26 16 6
224	Snape - - N. 10	- - -	72	33 2 10
225	Southwold - N. 1	739 1 0	204	97 0 6
211	Stoke by Clare N. 4	211 16 0	76	28 19 11
212	Stoke by Nayland - - N. 3	- - -	67	30 18 6
			19	4 1 9
220	Stonham Aspal N. 6	71 0 0	42	22 18 6
217	Stowmarket B. 4	- - -	101	52 7 7
217	Stowmarket with Stow-Upland - N. 5	*75 0 0	272	141 14 4
217	Stow Upland N. 5	- - -	64	34 0 6
219	Stradbroke, Lower School Ch. 11	157 15 0		*a*
221	Stratford, St. Mary's - N. 11	91 10 0	41	18 4 0
212	Sudbury, All Saints' - N.	397 0 0		
212	Sudbury - B. 10	536 5 0	423	197 16 0
			b	7 16 10
212	Sudbury, St. Gregory and St. Peter - N. 7	49 3 9	17	3 16 8
			76	33 14 10
			42	12 14 11
223	Sutton - - N.	240 0 0		
221	Tattingstone N.	54 0 0		
225	Theberton - N.	*33 0 0		
218	Thorndon Reformatory.			
218	Thrandeston N. 12	65 5 0	22	10 17 8
223	Tuddenham N. 11	145 5 0	60	30 8 6
			7	1 12 6
225	Uggeshall - N.	70 0 0		
212	Waldingfield, Great - - N. 4	88 17 6	73	38 16 10
217	Walsham-le-Willows - N.	68 0 0		
223	Walton-cum-Felixstowe N. 10	86 0 0	111	45 4 10
			20	7 5 0
217	Wattisfield - P.	84 18 9		
213	Wattisham - N. *c*	*20 0 0		
214	Welnetham, Great - N.	66 16 8		
214	Welnetham, Little - N.	27 0 0		
225	Westhall - N.	273 12 0		
225	Westleton - N. 1	213 5 4	95	48 19 2
218	Wetheringsett Ch. 5	309 3 0	68	31 17 8
			6	2 0 0
219	Weybread - N. 11	100 0 0	93	56 8 10
211	Wickhambrook, Sunday - N.	*40 8 0		
224	Wickham Market - N. 11	77 0 0	91	42 13 3
224	Wickham Market - B.	*55 0 0		
218	Wickham Skeith - N.	45 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SUFFOLK—*cont.*	£ s. d.		£ s.
225	Wissett - N.	50 0 0		
211	Withersfield Ch. 4	103 10 0	60	22 5
			13	0 2
223	Witnesham Ch. 6	65 0 0	74	42 10
223	Woodbridge N.			
223	Woodbridge B.	175 0 0		
217	Woolpit N.	*60 0 0		
211	Wratting, Little - N.	30 0 0		
225	Wrentham - N. 1	*131 0 0	78	24 14
225	Wrentham - B.	*65 0 0		
	,, N.	44 10 0		
225	Yoxford - N.	*100 0 0		
	SURREY.			
38	Addlestone - Ch. 4	- - -	143	80 13
39	Albury - N. 5	*60 0 0	142	71 9
			12	3 5
32	Balham, St. Mary's - Ch. 3	760 0 0	110	63 11
29	Bankside, Boys R. 2	- - -	115	46 4
29	Bankside, Great Guildford St., Girls - - R. 2	- - -	146	79 8
37	Banstead - N. 6	375 0 0	93	57 15
			32	10 11
48	Barnes - - N. 7	- - -	160	69 0
32	Battersea, Ch. Ch. - - N. 1	712 5 0	331	149 7
			24	7 3
32	Battersea, Girls and Infants N. 6	351 0 0	237	98 9
32	Battersea (Practising) P. 6	200 0 0		
32	BatterseaGrove B. 10	286 0 0	140	60 5
32	Battersea Park, Ch. Ch. - Ch. 1	195 6 10	134	35 18
32	Battersea (Plough Lane), Girls B. 10	107 0 0	149	63 5
32	Battersea Fields, St. George's N. 6	1,550 0 0	450	213 8
32	Battersea Fields, St. George's, New St., Infants - Ch. 6	- - -	114	18 16
32	Battersea, St. John's - N. 10	395 16 3	293	151 2
			53	18 2
32	Battersea Rise, St. Mark's - 6	- - -	61	28 5
46	Beddington and Wallington N. 4	160 0 0	65	44 8
37	Benhilton - N. 10	- - -	87	46 5
28	Bermondsey, Ch. Ch. - N. 6	300 0 0	224	129 17
			15	1 5
28	Bermondsey, Dock Head R. 4	- - -	151	83 3
			16	5 11
28	Bermondsey, Great George Street - B. 10	*225 0 0	181	99 18
28	Bermondsey, St. James' (Spa Road) N. 2	440 0 0	292	110 8

a Due, but not paid. *b* Addition to grant for 1867. *c* Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
SURREY—*cont.*	£ s. d.		£ s. d.
Bermondsey, St. Mary's (Grange Walk) P. 9	- - -	116	50 8 0
Bermondsey, St. Mary Magdalene's (Grange Walk), Infants - N. 9	156 15 0	226	108 19 5
Bermondsey, St. Paul's - N. 9	590 0 0	434	217 17 0
Bermondsey (Star Corner) - - N. 9	- - -	272	124 13 4
Bisley - - N.	70 0 0		
Blackfriars Road, Ch. Ch. (Green Walk) - N.	*228 0 0		
Blindley Heath - N.	82 10 0		
Bookham, Great - N. 5	- - -	150 15	83 4 4 4 10 10
Borough Road, Model - B. 10	500 0 0	711	339 2 2
Bramley - N. 5	- - -	120	69 16 10
Bridgefield - N. 10	- - -	62	19 4 11
Brixton, Effra Road - - B. 3	- - -	59	30 14 5
Brixton Hill, Boys - - B. 12	*90 0 0	55	39 7 10
Brixton Hill, Girls - - B. 12	- - -	90	56 0 10
Brixton Hill, Grove Hill Reformatory.			
Brixton Hill W. 12	- - -	107	61 19 4
Brixton, North, Ch. Ch. - N. 9	581 0 0	152	76 16 6
Brixton, North, St. John's (Angel Town) - N. 2	741 15 0	158 13	78 10 6 5 4 2
Broadwall - N. *a*	50 0 0		
Brockham, Home and Industrial.			
‡Brockham - N.			
Buckland - N. 7	- - -	46	24 0 0
Burstow District - Ch.	277 0 0		
Byfleet - N.	418 15 6		
Camberwell, Camden District - N. 10	736 0 0	519	264 0 6
Camberwell, Ch. Ch. - N. 5	271 10 0	381	156 15 2
Camberwell, Ch. Ch., Ragged and Industrial - -	361 0 0		
Camberwell (Crawford Street) - B. 10	547 2 6	246	130 11 8

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	SURREY—*cont.*	£ s. d.		£ s. d.
33	Camberwell (Denmark Hill), St. Matthew's, Boys - - N. 6	- - -	116	70 9 4
33	Camberwell (Denmark Hill), St. Matthew's, Girls - - N. 2	- - -	126	74 10 8
33	Camberwell (Denmark Hill), St. Matthew's, Infants - N. 2	- - -	177	85 2 10
33	Camberwell, Emmanuel N.	434 11 3		
33	Camberwell, Green Coat N. 10	- - -	356	186 8 0
33	Camberwell (Leipsic Road) - B. 10	*100 0 0	*b*	
33	Camberwell, St. George's N. 10	- - -	358	195 7 2
33	Camberwell, St. Giles' - Ch. 11	- - -	171	90 0 3
43	Capel - - Ch. 6	- - -	55	17 10 1
37	Carshalton - N. 4	- - -	122 9	69 17 4 2 9 2
37	Carshalton - B. *c*			
37	Cheam and Cuddington N. 4	172 0 0	90 16	53 16 2 5 3 4
38	Chertsey - N.	140 0 0		
38	Chertsey - U.			
37	Chessington and Hook - N.	21 0 0		
42	Chiddingfold N.	*30 0 0		
38	Chobham, St. Laurence's Ch. 1	- - -	63	36 9 0
38	Chobham, Valley End Ch. 4	271 0 0	73	50 15 2
39	‡Clandon, West N.			
32	Clapham, Acre Square, Free 3	- - -	133	72 6 10
32	Clapham, All Saints' - N. 3	- - -	219	122 15 0
32	Clapham (Bowyer's), St. John's - N. 6	224 0 0	202	126 1 4
32	Clapham, Boys P. 6	*180 0 0	130	55 17 4
32	Clapham, Ch. Ch., Girls - P. 3	- - -	45	16 9 8
32	Clapham, Ch. Ch., Infant 3	- - -	41	16 7 6
32	Clapham, St. James' - N. 5	1,074 0 0	229	142 7 0
32	Clapham, St. Mary's - R. 4	- - -	193 31	123 0 0 9 9 2
32	Clapham, St. Paul's (Wandsworth Road), Cottage Sch. *d*			
32	Clapham (Wandsworth Road), Commercial Ch. 10	- - -	110 9	67 3 0 7 5 0

ool not in existence. *b* Due, but not paid. *c* Now a private adventure school and removed from inspection.
rms part of Clapham, Wandsworth Road, Commercial Sch.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspectio is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SURREY—*cont.*	£ s. d.		£ s. d.
32	Clapham (Wirtemburg Place) - B. 10	352 5 0	315	168 12 0
47	Claygate - N. 7	*30 0 0	60	33 16 2
37	Cobham - N.			
43	Coldharbour N.			
43	Coldharbour, Infant - N.			
39	Compton - N.	32 0 0		
42	Cranley - N. 6	117 0 0	103	58 12 10
			12	4 3 4
45	Crowhurst - N. 7	123 8 9	32	24 0 0
46	Croydon (Archbishop Tenison's) Ch. 3	- - -	108	*a*
46	Croydon - B. 10	460 14 0	439	223 3 8
46	Croydon, Ch. Ch. - - N. 3	788 11 3	279	143 4 4
46	Croydon, Girls and Infants - N. 10	- - -	206	88 13 0
46	Croydon (Whitgift's), Boys - - N. 10	- - -	190	*b*
46	Croydon, St. Andrew's - N. 3	340 3 0	113	58 9 3
46	Croydon, St. James' - N. 3	596 5 0	306	141 8 10
46	Croydon, St. Mary's - R. 11	- - -	115	60 17 2
			c 120	40 16 11
46	Croydon, St. Peter's, Inft. Ch. 3	444 0 0	98	46 9 6
46	Croydon - W. 10	- - -	87	38 17 6
43	Dorking - B. 4	130 0 0	95	43 2 8
43	Dorking, St. Martin's - N. 11	365 19 8	202	119 13 0
43	Dorking, St. Paul's District - - N. 11	550 0 0	158	77 15 0
33	Dulwich - Ch.	188 15 0		
33	Dulwich, East, St. John's District - N. 11	- - -	98	56 14 4
43	Effingham - N. 5	285 0 0	54	39 7 8
131	Egham - Ch. 11	- - -	92	30 9 0
42	Elstead - N. 5	102 5 0	55	35 10 6
			12	3 16 8
42	Elstead - B. 4			
131	Englefield Green - N. 9	522 12 6	*d*	
37	Epsom - - N. 4	29 0 0	171	*a*
37	Epsom, Inft. N. 4	- - -	123	58 6 0
47	Esher - - N. 2	996 0 0	150	85 8 2
37	Ewell - - N. 5	849 8 0	147	66 4 8
			e 20	0 0
42	Ewhurst - N. 6	135 0 0	54	33 19 6
39	Farncombe - N. 5	845 2 6	278	157 14 6
			25	7 2 6
40	Farnham - N. 5	1,059 0 0	146	71 13 2
40	Farnham - B.	*100 0 0		
37	Fetcham - Ch. 5	- - -	50	32 11 6
			19	6 12 6
40	Frensham - Ch. 6	- - -	73	32 13 8
40	Frimley - N. 7	260 10 0	87	19 1 0
39	Godalming - N. 5	308 9 6	185	120 3 4
39	Godalming - B. 4	135 0 0	104	54 7 10

a Refused under Article 52 *d*. *b* Not claimed.
e Retiring pension.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SURREY—*cont.*	£ s. d.		£ s. d.
45	Godstone - N. 7	608 0 0	148	91 6
			28	11 6
39	Guildford - B. 4	*100 0 0	91	44 2
	" - "	228 0 0		
39	Guildford, St. Mary's and Trinity - N. 5	164 0 0	270	177 13
39	Guildford, St. Nicholas' - N. 5	277 11 8	271	169 6
40	Hale District Ch. 11	- - -	*c* 173	103 13
			183	77 13
47	Ham - - N. 7	*90 0 0	37	24 16
	" - - "	100 0 0	17	5 9
47	Ham, Girls - N. 7	- - -	35	15 13
35	Hatcham, St. James' - N. 12	533 0 0	234	101 16
33	Herne Hill, St. Paul's (Camberwell) Ch. 3	- - -	88	44 2
38	Hersham - N. 11	145 0 0	50	26 13
43	Holmwood - N.	185 0 0		
47	Hook, St. Paul's - N. 4	137 14 0	47	21 17
44	Horley Row N.	*115 0 0		
38	Horsell - N. 1	134 0 0	84	42 4
			12	3 13
31	Kennington, East (Bolton Street) - N. 2	610 0 0	240	95 11
31	Kennington, Esher St. - B. 10	- - -	91	43 0
31	Kennington Oval - - N. 11	59 10 0	379	183 3
31	Kennington (Regency Place) - N. 2	143 3 4	211	52 1
33	Kent Road - B. 12	- - -	318	145 16
28	Kent Road, Old, John Street - W. 11	- - -		*d*
29	Kent Road, Ragged and Industrial.			
47	Kent Town, St. Paul's (East Moulsey) - N. 4	166 0 0	38	23 3
48	Kew, The Queen's - 7	- - -	80	30 6
47	Kingston-on-Thames, Public Free - 11	- - -	225	123 3
47	Kingston Vale, Robin Hood 7	- - -	31	14 1
44	Kingswood - Ch. 6	- - -	52	38 2
31	Lambeth, All Saints - Ch. 12	446 0 0	164	68 8
31	Lambeth (Archbishop Tenison's), High Street, Girls - - N.	29 0 0		
31	Lambeth, Belvidere Crescent Reformatory.			

c For two years. *d* Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
SURREY—*cont.*	£ s. d.		£ s. d.
Lambeth Chapel (China Terrace) - W. 11	- - *a*	202 215	94 5 8 109 12 10
Lambeth (65, High Street), Free Evening	42 14 0 *b*		
Lambeth, George Street - B. 11	428 11 1	218	91 14 8
Lambeth (Norwood) U.			
Lambeth, Ragged - 5	- - -	183	80 14 8
Lambeth, St. Andrew's, Lower - N. 3	- - -	284	147 12 8
Lambeth, St. Andrew's (Upper) - N. 3	- - -	100	56 14 8
Lambeth, St. John's (Waterloo Road) - N. 9	- - -	314	135 11 6
Lambeth, St. Mary's, Hercules Buildings, Boys - - P. 12	*200 0 0	441	238 13 0
" " - "	110 4 0	113	28 7 6
Lambeth, St. Mary's, Infants, High Street - - P.			
Lambeth, St. Mary-the-Less (Prince's Road) - N. 12	- - -	326 23	184 14 0 5 0 10
Lambeth, St. Mary-the-Less, Salamanca, St. Saviour's - N. 10	251 16 3	*c* 151	20 10 3 66 10 2
Lambeth, St. Thomas' - N. 12	- - -	340	109 5 4
Lambeth, Holy Trinity N. 1	450 0 0	194	115 12 0
Lambeth (South), St. Barnabas' - N. 2	300 0 0	139	79 16 0
Lambeth, South, St. Stephen's, Dorset Street N. 1	535 0 0	302	149 6 8
Lambeth, South, Spring Grove - N. 2	130 0 0	184	82 2 10
Lambeth, South, "The Eldon" - Ch. 11	- - -	148	66 3 6
Leatherhead N. 6	*80 0 0	90	41 9 3
" - "	80 0 0	39	9 7 7
Leigh - - N. 7	82 0 0	71 12	31 5 10 4 0 0
Lingfield - N. 5	353 0 0	85	11 0 8
Loseley.			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SURREY—*cont.*	£ s. d.		£ s. d.
47	Malden - N.	125 18 9		
44	Meadvale - B. 4	- - -	61	37 2 0
44	Merstham - Ch. 7	- - -	64 19	39 15 0 6 0 10
46	Merton Road N.	*53 0 0		
43	Mickleham - N. 11	90 0 0	35	17 2 8
46	Mitcham - N. 4	*120 0 0	273 22	130 1 0 5 16 8
46	Mitcham - R. 11	- - -	29	15 0 2
46	Morden - N.			
48	Mortlake - N. 3	24 0 0	310	140 9 3
48	Mortlake - B.	241 0 0		
48	Mortlake, St. Mary's - R. 11	100 0 0	*a* 92 107	64 8 4 68 0 6
47	Moulsey, East N. 7	211 0 0	68	44 13 8
47	Moulsey, West N. 5	*25 0 0	52	30 5 4
30	Newington Butts, St. Matthew's N. 10	- - -	264	150 16 2
30	Newington Butts, St. Mary's - N. 7	266 10 0	673	348 14 11
30	Newington, Trinity - N. 9	466 10 0	362 28	170 0 10 8 13 9
47	Norbiton - N. 11	490 13 4	350	156 4 2
31	Norwood, Lower - B. 10	- - -	177	27 8 9
31	Norwood, Lower - W. 11	- - -	60	27 8 2
31	Norwood, St. Luke's - N. 11	- - -	232	126 14 8
46	Norwood, South, St. Mark's - Ch. 3	148 4 0	111	39 9 6
46	Norwood, Upper, Girls N. 10	- - -	98	54 12 6
44	Nutfield - N. 6	75 0 0	71	40 15 4
38	Oatlands - Ch. 5	- - -	68	26 19 10
39	Ockham, Industrial - B. *d*			
39	Ockham, St. Mary's - 4	- - -	54 10	34 7 0 4 0 0
43	Ockley - P. 11	- - -		*e*
33	Peckham - N.			
33	Peckham, Boys - - B. 11	- - -	162	67 17 10
33	Peckham, Girls, Lancasterian - B. 11	- - -		*e*
33	Peckham New Town, St. Francis - R. 4	- - -	173	66 15 0
33	Peckham, St. Mary Magdalen's - N. 4	674 0 0	327	160 14 6
33	Peckham - W. 3	- - -	189	114 18 7
46	Penge, Boys Ch. 5	- - -	95	45 16 0
46	Penge, Girls and Infants Ch. 5	276 0 0	200	100 14 0
48	Petersham - B. 11	- - -		*e*
32	Putney, Lower Common - N. 10	- - -	77	37 0 0

a For two years.
b School not in existence.
c Addition to grant for 1867.
d Now a boarding school.
e Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SURREY—*cont.*	£ s. d.		£ s. d.
32	Putney, St. Mary's - N. 11	342 10 0	322	175 13 2
41	Puttenham - N. 5	- - -	56	40 8 4
			13	4 12 6
37	Ranmore, St. Barnabas' - Ch. 11	- - -	37	18 13 0
44	Redhill - B. 3	- - -	158	89 12 10
44	Redhill Reformatory.			
44	Redhill, St. John's - N. 7	293 13 0	186	114 11 8
44	Redhill, St. Joseph's - R. 2	- - -	20	1 13 9
44	Redhill, St. Matthew's Ch. 6	- - -	227	133 6 2
			15	4 9 2
44	Reigate - N. 7	1,176 0 0	260	152 11 0
			9	2 17 6
44	Reigate, St. Mark's - N. 7	- - -	51	27 18 0
48	Richmond, New, Sheen Vale, Infts. P. 4	107 0 0	84	39 6 4
48	Richmond, St. Elizabeth's R. 11	- - *a*	54	17 4 6
			54	27 4 6
48	Richmond, St. John's District, Boys - Ch. 4	226 0 0	53	37 10 8
48	Richmond, St. John's (Clarence Street), Girls and Infants - - N. 4	291 2 6	135	58 1 10
48	Richmond, St. Mary's - P. 6	- - -	253	87 7 6
39	Ripley - N. 11	155 0 0	49	32 17 1
			51	25 11 10
34	Rotherhithe, Amicable Society's - 6	- - -	117	50 2 0
34	Rotherhithe, Ch. Ch. - N. 2	324 0 0	199	73 11 4
34	Rotherhithe (Clarence St.), Green Coat 2	246 0 0	99	41 14 4
34	Rotherhithe (Clarence St.), Ragged -	650 0 0		
34	Rotherhithe, Midway Place - - B. 11	- - -	118	54 9 0
34	Rotherhithe, Our Lady of Immac. Concept. - R. 3	- - -	55	25 16 10
34	Rotherhithe, Paradise St., St. Joseph's R. 4	- - -	171	89 9 0
34	Rotherhithe R.			
34	Rotherhithe, St. Mary's, Deptford Road - - N. 7	*688 0 0 211 10 0	499	257 5 4
34	Rotherhithe, St. Paul's (Surrey Canal) - - N. 1	132 0 0	78	37 14 6
	SURREY—*cont.*	£ s. d.		£ s. d.
34	Rotherhithe, Silver St. - B. *b*	*160 0 0		
34	Rotherhithe, Holy Trinity N. 1	86 15 10	262	138 10 10
			15	3 17 6
34	Rotherhithe, United Society's - 1	- - -	41	28 7 4
41	Seal and Tongham - N.	105 0 0		
39	Send - - N.	225 10 6		
42	Shalford - N. 6	481 4 0	108	63 6 10
39	Shere - - N.	100 0 0		
44	SidlowBridge Ch.			
	South Metropolitan District - - U.			
	Southwark, Bridewell, House of Occupation.			
28	Southwark Chapel - W. 11	- - -		*c*
27	Southwark, Dean St., Protestant Dissenters - 12	- - -	150	72 6
27	Southwark, Melior Street, Borough - R. 2	- - -	61	33 0
29	Southwark, St. George the Martyr N. 2	*225 0 0 112 13 4	445	224 14
29	Southwark, St. George the Martyr U.			
29	Southwark, St. George's R. 1	- - -	240	120 6
29	Southwark, St. Joseph's (Maypole Alley) - R.			
29	Southwark, St. Jude's - N. 6	- - -	295	130 19 1
29	Southwark, St. Mary's - N. 11	587 0 0	449	239 0
29	Southwark, St. Michael's N. *d*			
29	Southwark, St. Paul's - Ch. 11	400 0 0	133	52 8
			5	2 9
26	Southwark, St. Peter's - N. 2	487 10 0	249	105 5
29	Southwark, St. Stephen's - N.	324 7 5		
31	Stockwell (Chapel St.) N. 3	- - -	145	69 10
31	Stockwell, Practising - - B. 11	642 12 0	288	155 0
31	Stockwell, St. Michael's (IngletonStreet) N. 2	- - -	164	74 18
31	Stockwell, South St., Infants - Ch. 3	- - -	102	51 12

a For two years. *b* School closed. *c* Due, but not paid. *d* Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
SURREY—*cont.*	£ s. d.		£ s. d.
Stoke-next-Guildford - Ch. 5	819 0 0	202	88 5 10
Streatham - N. 4	- - -	146	78 14 4
Streatham, Ch. Ch. - - N. 5	- - -	169	95 1 10
Streatham Common, Immanuel Ch. 4	813 0 0	143	91 15 8
Surbiton St. Mark's N. 11	700 1 3	270	149 10 4
Surbiton Hill Ch. Ch. - P. 11	560 10 0	*a*	
Surrey (North) District - U.			
Sutton - - N. 4	400 0 0	126	58 1 9
Tandridge - Ch. 7	- - -	36	26 2 6
Tandridge, Oxted, and Godstone - N. 7	- - -	48	31 12 0
Thames Ditton, Boys' & Girls N. 5	443 10 0	173	81 13 10
Thames Ditton, Infants N. 5	86 0 0		
Thorpe - N. 11	84 0 0	22	6 14 5
		c 25	9 14 8
Thursley - N. 5	16 2 0	82	46 8 11
		12	1 15 10
Tilford, All Saints, New District - 5	- - -	40	29 13 9
Tongham - Ch. 5	- - -	51	21 0 0
Tooting, Drouett's Pauper School.			
Tooting, Lower, Boys and Girls - - P. 5	78 15 0		
Tooting, Par. and Infants Ch. 5	492 0 0	71	33 11 2
Tulse Hill - Ch. 2	- - -	247	84 18 5
Vauxhall, St. Anne's - R. 1	- - -	142	71 19 2
Vauxhall, St. Peter's - N. 12	1,930 0 0	455	242 17 10
		19	1 8 4
Vauxhall Walk - W. 11	- - -	*a*	
Virginia Water, Ch.	108 0 0	65	30 18 6
Ch. - - N. 11		20	5 11 8
Walton-on-Thames - Ch. 5	526 0 0	77	38 19 8
Walworth, All Saints - N. 10	- - -	47	21 17 2
Walworth, Beresford Chapel - 12	- - -	204	108 16 4
Walworth, Mount Street - B.	*30 0 0		
Walworth, St. John's - N. 10	752 6 8	585	290 1 6
		54	23 15 0
Walworth, St. Peter's - N. 9	403 10 0	267	83 1 11
Wanborough 5	- - -	28	21 0 0
Wandsworth, All Saints' N. 1	*50 0 0	147	71 8 0
		75	22 17 6
Wandsworth, Bridge House Reformatory.			
Wandsworth, Family Home.			
Wandsworth, Point Pleasant - - B. 11	75 0 0		*a*
Wandsworth, St. Anne's Ch. 4	890 0 0	326	150 10 2
Wandsworth, St. Anne's, Garret Lane, Infts. - 4	- - -	118	34 0 0
Wandsworth, St. Mary's, Summer's Town, Free Ch. 5	- - -	188	106 8 8
		15	4 14 2
Wandsworth (Summer's Town), Infts. N.	43 10 0		
Waverley Compton - N. *b*			
Westcott - N. 11	500 0 0	129	58 8 10
		10	2 18 4
Westow Hill 11	- - -		*a*
Weybridge - N. 11	173 0 0	170	89 11 0
Wimbledon - N. 6	*50 0 0	284	145 17 10
Wimbledon, New - - N. 9	- - -	71	69 13 4
Windlesham N. 1	64 0 0	101	51 3 4
Witley - N. 5	- - -	104	44 12 4
Woking - N. 12	200 0 0	78	44 6 2
Woking, Infts. N. *b*			
Woking, St. John's - Ch. 12	189 0 0	89	49 11 4
Wonersh - N. 5	105 0 0	103	59 16 2
Woodmansterne - N. 6	- - -	39	26 7 0
		7	2 14 2
Worplesdon Ch.	381 6 0		
Wotton - P. 11	- - -	47	33 7 6
		18	5 15 0
Wrecclesham N. 11	711 8 0	170	80 8 2
		c 190	96 7 1
York Town - N. 9	- - -		*a*
SUSSEX.			
Albourne - N.	52 0 0		
Alfriston - N.	58 10 0		
Arundel - Ch. 11	- - -		*a*
Arundel, St. Philip's - R. 12	- - -	*c* 34	17 9 4
		c 44	25 9 4
Ashurst Hurst (Forest Row) Infant - - 3	- - -	20	13 7 4
Barcombe - Ch. 10	- - -	48	28 8 4
Barcombe (Church Meadow) - N.	*48 0 0		
Battle and Langdon - N. 2	382 8 0	151	82 0 0
		18	6 19 7
Beckley - 1	- - -	59	28 3 4
Beddington N.	82 10 0		
Beeding, Lower, Holy Trinity N. 5	- - -	77	35 13 8
		13	3 17 6
Berwick - N.	108 0 0		

a Due, but not paid. *b* School closed. *c* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SUSSEX—*cont.*	£ s. d.		£ s. d.
77	Bexhill - N. 2	- - -	88	61 18 7
77	Bexhill, St. Mark's - N. 2	- - -	16	4 16 8
			55	38 16 6
			9	2 9 2
88	Billingshurst Ch. 5	- - -	89	44 8 4
			11	3 9 2
84	Bishopstone N.	127 0 0		
82	Blackham District - Ch. 3	- - -	25	12 11 4
79	Bodle Street Green, St. John's - Ch. 1	319 18 6	63	34 8 0
83	Bolney - N. 11	*35 0 0	*a*	
94	Bosham - N. 11	*90 0 0	61	26 6 8
			10	2 1 8
91	Boxgrove - Ch. 11	- - -	84	31 5 1
75	Brede - - N. 2	131 0 0	77	27 14 0
77	Brightling - N. 2	158 0 0	59	29 0 8
			11	3 17 6
85	Brighton, All' Souls' - Ch. 9	100 0 0	498	257 10 4
85	Brighton, Central - N. 9	110 0 0	477	279 1 2
86	Brighton (Chichester Diocesan), Female Practising - 9	300 0 0	174	75 2 8
85	Brighton, Ch. Ch. - - N.			
85	Brighton (Eastern Rd.), Royal - B. *b*	118 0 0		
85	Brighton (Kent's Court) - N.	*75 0 0		
85	Brighton (North Lane) N. *b*			
85	Brighton (North Lane) B. *c*	*300 0 0		
85	Brighton (Middle St.), Union Charity - B.	*250 0 0		
85	Brighton, St. John's - N. 9	721 16 8	458	233 14 8
			82	25 10 0
85	‡Brighton, St. John's - R.			
85	Brighton, St. Margaret's Industrial - 9	- - -	49	26 14 4
85	Brighton (Kemp Town), St. Mark's - N. 9	- - -	177	86 10 0
85	Brighton, St. Mary's - R. 12	- - -	167	86 9 10
85	Brighton, St. Nicholas' - Ch. 9	- - -	111	*d*
85	Brighton, St. Paul's - N. 9	- - -	278	132 8 4
85	Brighton, St. Peter's - N. 9	- - -	292	162 9 2
85	Brighton, St. Stephen's - N. 9	151 0 0	151	91 10 10
			19	7 2 6
85	Brighton (Warwick Street) N. 9	50 0 0	233	112 14 9
90	Broadwater N.	80 0 0		
90	Burpham - N.	25 0 0		
80	Burwash - N. 1	380 1 8	134	58 12 0
92	Bury - - N.	90 0 0		
81	Buxted - N.	323 0 0		
77	Catsfield - N. 2	137 15 4	82	41 9 10
84	Chailey - N. 11	350 0 0	*a*	
92	Chichester (Central) - N. 11	- - -	307	159 1 7
92	Chichester (Little London) - - B.	198 0 0		
92	Chichester, St. Pancras', Infants - N. 11	100 0 0	*a*	
92	Chichester (Tower Street) B. 7	84 3 4	216	120 4 0
79	Chiddingley N.	80 0 0		
83	Clayton and Keymer, St. John's - N. 11	*50 0 0	113	59 12 0
89	Cold Waltham, St. James - N. 5	82 0 0	43	4 16 7
			47	38 2 0
87	Colgate - Ch. 5	- - -	18	4 11 8
94	Compton and Upmarden N.	90 0 0		
82	Crawley and Ifield - - B. 8	- - -	106	47 7 7
82	Crawley Down N.			
83	Cuckfield and Balcombe - N. 5	160 0 0	49	25 0 0
77	Dallington - N. 2	35 0 0	50	28 7 1
			7	2 14 2
			74	30 7 0
81	Dane Hill - N. 12	112 3 1	*e* 68	29 0 8
			13	3 4 2
84	Ditchling - N. 10	*75 0 0	113	58 17 6
78	Eastbourne - N. 11	64 0 0	186	79 19 0
91	Eastergate - N.	*50 0 0		
93	Elsted - - N. *f*	*34 0 0		
80	Etchingham N. 3	150 0 0	38	18 3 2
76	Fairlight - Ch. 1	- - -	36	20 12 10
			7	1 5 10
84	Falmer - N. 10	- - -	77	41 18 10
89	Findon - P. 10	- - -	68	33 1 4
84	Firle, West - N.	140 0 0		
92	Fittleworth Ch. 5	111 5 0	66	30 19 8
81	Fletching - N.			
80	Flimwell - N. 1	84 0 0	72	35 1 10
82	Forest Row - N. 3	227 10 0	124	59 0 10
81	Framfield - N.	*65 0 0		
81	Frankham - Ch. 6	- - -	30	8 15 10
80	Frant (Free) N. 6	- - -	156	79 11 10
94	Funtington - N. 11	- - -	64	48 0 0
			11	3 5 10
84	Glynde - N. 10	35 1 3	51	32 9 6
82	Grinstead, East N. 5	803 5 0	163	101 5 4
82	Grinstead, East, Infants - N. 5	- - -	73	30 7 4
87	Grinstead, West Ch.			
81	Hadlow Down N. 3	*75 0 0	88	44 10 2
	" " "	60 0 0		

a Due, but not paid. *b* School closed. *c* School sold. *d* Refused under Article 52 *d*.
e For two years. *f* School burnt down. New school built and maintained by lady of the manor.

in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SUSSEX—*cont.*	£ s. d.		£ s. d.
79	Hailsham - N. 2	44 0 0	70	26 12 0
76	Halton, St. Clement's - N. 2	- - -	151	79 9 2
81	Hampnett, West - - U.			
82	Hartfield - N. 3	198 10 0	72	24 0 0
76	Hastings, All Saints' and St. Clement's N. 2	*220 0 0 598 3 4	294	153 5 2
76	Hastings " - B. 7	*250 0 0	125	64 19 0
76	Hastings, St. Mary's - N. 2	166 0 0	210	96 10 8
80	Hawkenbury Ch.			
79	Heathfield - N. 1	219 4 0	62	30 2 8
84	Heighton, South Ch.	203 12 0		
79	Hellingley - N. 2	170 0 0	70	32 10 0
86	Henfield, Infants - - N. 10	53 0 0	50	27 0 10
82	Heyshott - N. 5	67 0 0	43	25 17 8
82	Hoathley, West N. 1	60 0 0	43	2 7 2
79	Hooe - - N. 2	33 2 9	37	19 2 11
			6	2 8 4
87	Horsham - N. 5	94 13 0	56	22 3 8
81	Horsted, Little N. 5	- - -	25	10 3 8
81	Hothlley, East N. 5	154 5 0	87	46 2 8
			9	1 16 8
86	Hove, Eastern N. 9	122 0 0	155	96 1 4
86	Hove, Western N. 9	469 0 0	207	121 10 8
80	Hurst Green N. 3	- - -	44	23 5 4
79	Hurstmonceaux - N. 1	- - -	79	30 2 2
83	Hurst Pierrepoint - - N. 10	- - -	138	38 10 2
85	Icklesham - N. 2	110 0 0	51	23 1,10
85	Iden - - N.	99 15 0		
83	Iping - - B. *a*			
81	Isfield - - N.	*50 0 0		
81	Lavant - Ch.			
86	Leonard's, St., on Sea - N. 2	*60 0 0 505 2 6	378	199 9 4
86	Leonard's,St.,on Sea,AllSouls' R. *b*	" " "		
86	Leonard's,St.,on Sea, St. Mary Magdalene's, Industrial Ch. 2	684 0 0	163	75 8 0
84	Lewes - - N. 10	248 0 0	191	103 14 0
84	Lewes, All Saints' and Southover, Infants' - N 10	- - -	94	39 6 4
84	Lewes - - E 7	330 9	372	194 4 4
84	Lewes, St. Ann's, Par. Ch. 10	- - -	41	19 13 7
83	Lindfield - N. *a*	95 10 0		
83	Lindfield, St. John's - N. *c*			
90	Littlehampton N.	105 0 0		

a School closed. *b* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SUSSEX—*cont.*	£ s. d.		£ s. d.
93	Lodsworth - N. 5	88 10 0	65	34 7 6
93	Lurgashall - N.	90 0 0		
81	Mayfield, Boys' N. 3	- - -	84	36 0 0
81	Mayfield, Girls' N. 3	- - -	70	37 4 8
91	Merston - N. *a*	37 0 0		
93	Midhurst - N.	170 0 0		
77	Mountfield and Whatlington N. 3	52 0 0	81	38 8 10
77	Netherfield - N. 2	- - -	65	42 16 8
84	Newhaven - N. 10	130 0 0	147	43 15 1
79	Ninfield - -	100 0 0		
89	North Heath N.	146 0 0		
75	Northiam - N.	58 0 0		
89	Nutbourne - N.	96 16 0		
87	Nuthurst - N. 5	- - -	45	21 13 2
			5	1 12 6
84	Offham - N. 10	99 10 0	67	39 19 0
76	Ore, Infant - Ch. 2	- - -	50	23 15 0
86	Patcham - N. 10	107 0 0	53	10 6 2
75	Peasmarsh - N.	169 0 0		
76	Pett - - N.	75 0 0		
88	Petworth, Boys' N. 5	- - -	105	32 16 0
88	Petworth, Girls' and Infants' N. 5	- - -	187	53 17 5
84	Plumpton - N.	*23 0 0		
79	Polegate - N.	54 0 0		
90	Poling - - N.	87 4 0		
86	Portslade and Hangleton N. 10	126 10 0	84	41 3 10
86	Poynings - N. 10	86 8 0	31	15 7 10
86	Preston - N. 11			*d*
89	Pulborough N. 5	336 0 0	99	62 1 0
83	Pyecombe - N.	22 5 0		
84	Rodmell - P. 10	- - -	13	4 9 2
93	Rogate - N. 7	122 12 6	103	23 14 4
81	Rotherfield - N. 3	- - -	66	32 9 6
84	Rottingdean N. 10	260 0 0	64	44 6 8
			12	2 18 4
90	Rustington Ch.	202 0 0		
75	Rye - - Ch.	288 10 0		
75	RyeHarbour Ch. 2	190 19 0	52	29 1 8
75	Rye - - W. *a*			
84	Rype - - N. 11	70 0 0		*d*
80	Salehurst - N.	*75 0 0	73	35 17 10
	" "	45 4 0		
83	Sayer's Common - - N. 10	65 0 0		*d*
78	Seaford - Ch. 11	369 12 0	—	*d*
84	Selmeston - N. 10			*d*
91	Selsey - - N. 11	- - -	71	43 0 10
83	Slaugham - N.	60 0 0		
87	Slinfold - N. 5	80 0 0	46	22 3 8
86	Sompting - N.	*64 0 0		
78	Southbourne and Seaside N. 11	292 10 0	300	159 1 6
87	Southwater Ch.			
86	Southwick - N. 11	70 0 0	—	*d*
77	Staplecross - W. 7	- - -	79	36 7 10
86	Steyning - N. 11	469 0 0	77	48 1 4
89	Storrington - N.	*20 0 0		
	" -	149 18 9		
94	Stoughton and Racton - N.	62 10 0		

c School sold. *d* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SUSSEX—*cont.*	£ s. d.		£ s. d.
80	Ticehurst - N. 1	350 0 0	134	69 0 10
80	Tidebrook - N. 1	212 0 0	34	12 19 8
93	Tillington - N. 5	- - -	43	21 16 10
81	Twyford - N. 3	- - -	59	23 1 1
81	Uckfield - N. 5	256 10 0	107	65 14 6
			24	8 13 4
80	Wadhurst, Best Beech Hill District Ch. *a*			
80	Wadhurst - N. 1	*100 0 0	141	71 5 10
	" "	280 0 0		
81	Waldron - N. 5	- - -	41	22 10 4
79	Warbleton - N. *b*	*50 0 0		
87	Warnham - N. 5	74 0 0	62	30 19 0
79	Wartling - N. 1	- - -	50	21 6 0
			67	26 17 4
89	Washington Ch. 12	- - -*c*	62	29 15 0
94	Westbourne N. *d*	*90 0 0		
84	Westmeston N. 10	- - -	—	*e*
83	Wilfrid's, St., Mixed - N. 5	- - -	122	71 0 0
82	Withyham, St. John's - N.	76 15 0		
82	Withyham, St. Michael's - N. 3	- - -	57	27 14 0
86	Woodmancote Ch. 11	- - -	37	19 11 8
			9	2 4 2
93	Woolbeding N.	181 0 0		
82	Worth - Ch. 10	- - -	—	*e*
90	Worthing (Boys) - N. 10	*100 0 0	126	60 13 4
90	Worthing, Davison's Infant N. 10	- - -	147	136 5 4
90	Worthing Institution - B. 7	- - -	70	29 9 6
90	Worthing - W. *b*			
	WARWICKSHIRE.			
405	Alcester - N. 7	123 18 6	109	50 4 8
			19	9 17 6
396	Allesley, Reformatory.			
404	Alveston - Ch. 2	- - -	76	38 16 10
376	Amington - N. 3	- - -	58	30 12 8
395	Ashted, St. James' - Ch. 11	- - -	—	*e*
395	Aston - N. 11	351 0 0	82	30 15 0
395	Aston Brook, St. Mary's - Ch. 1	209 5 0	70	25 17 4
397	Atherstone, Grammar - 1	341 8 6		
397	Atherstone, Girls and Infants - 1	31 1 10	218	60 3 0
398	Attleborough N. 5	242 13 4	119	60 6 6
			15	4 10 10
397	Bentley - N. 1	- - -	150	73 3 8
396	Bickenhill - N. 8	- - -	24	12 0 0
			57	20 11 6
405	Bidford - N. 6	82 12 6	158	74 11 4
			45	16 5 1
394	Birmingham, All Saints' - N. 11	616 0 0	167	58 13 11
			27	6 7 6
394	Birmingham, All Saints, Nineveh, Mixed - 11	- - -	*c* 109	53 13 4
			105	43 11 10
394	Birmingham, All Saints Protestant School (Heath Street) - - 11	233 15 0	131	65 6 6
			c 137	69 5 0
			51	17 17 6
394	Birmingham, Asylum - U.			
394	Birmingham (Bishop Ryder's) - N. 7	1,154 2 0	565	239 11 4
			416	109 5 0
394	Birmingham, Carr's Lane, Undl. 4	- - -	56	11 16 0
			11	2 15 10
394	Birmingham, Ch. Ch. (Fleet Street), Inft. 11	- - -	105	40 18 1
394	Birmingham, Ch. Ch. (Pinfold Street) N. 11	*400 0 0	335	196 6 8
			c 36	11 0 0
			c 348	207 19 0
			72	24 13 8
394	Birmingham, Church of the Saviour B. 6	- - -	149	48 7 3
394	Birmingham, Girls' Reformatory.			
394	Birmingham, Hebrew - 5	- - -	168	88 0 0
394	Birmingham, Immanuel, Infants, Holliday Street N. 2	171 0 0	92	39 16 0
394	Birmingham, Industrial - B. 6	41 0 0	116	51 8 0
394	Birmingham, Indust. Free	995 0 0		
394	Birmingham, Islington - W. 6	- - -	331	165 6 0
394	Birmingham, Legge Street B. 6	- - -	69	28 17 0
394	Birmingham, New Jerusalem - - 6	- - -	268	154 7 0
			90	27 8 0
394	Birmingham Oratory (Edgbaston) - R.			
394	Birmingham St. Anne's (Alcester St.) - R. 10	- - -	220	73 8 0
394	Birmingham, St. Barnabas, Boys and Girls - - N. 6	576 11 3	379	191 16 0
			166	61 6 0
394	Birmingham, St. Barnabas', (Ryland Street North), Infants - - N. 6	196 0 0	242	100 2 0
394	Birmingham, St. Bartholomew's - N. 3	*150 0 0	166	36 1 0
	" "	372 10 0	26	6 13 0

a School closed. *b* School not in existence. *c* For two years. *d* Removed from inspection.
e Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	WARWICK—*cont.*	£ s. d.		£ s. d.
394	Birmingham, St. Chad's - R. 10	- - -	443 246	147 6 8 67 13 4
395	Birmingham, St. Clement, Nechells - N. 10	1,200 0 0	—	*a*
394	Birmingham, St. David's (Macdonald Street) - N. 2	177 0 0	195	85 14 8
394	Birmingham, St. George's (Russell St.) N. 3	*300 0 0 761 6 8	700 129	382 12 0 43 10 10
394	Birmingham, St. George's, Hospital Street Branch, Infant 3	- - -	149 13	44 14 1 2 14 3
394	Birmingham, St. George's, Mission Church Branch - 3	- - -	148 15	31 2 7 2 15 9
394	Birmingham, St. John's - R. 10	858 0 0	323 189	166 9 0 74 12 6
394	Birmingham, St. Jude's Ch. 6	555 4 0	169	74 12 4
395	Birmingham, St. Lawrence N. 7	241 10 0	118	21 6 9
394	Birmingham, St. Mark's, Helena St. N. 9	89 10 0	140	53 18 6
394	Birmingham, St. Mark's (St. Mark's Street) - N. 9	504 16 4		
394	Birmingham, St. Mark's, St. Mark's Street, Infants - - N.	215 11 3	637 70	338 11 8 20 5 0
394	Birmingham, St. Martin's, Allison Street 8	- - -	124	15 19 2
394	Birmingham, St. Martin's, New Hall Street - Ch. 8	- - -	145 41	69 17 10 14 2 6
394	Birmingham, St. Mary's - N. 10	750 0 0	162	73 4 2
394	Birmingham, St. Mary's, Boys - - R. 10	- - -	54	23 2 6
94	Birmingham, St. Mary's (Girls and Infants) - R. 10	- - -	159	83 5 4
395	Birmingham, St. Matthew's N. 7	1,212 13 10	538 129	267 19 2 40 0 10
95	Birmingham, St. Matthew's, Cato Street Branch - N. 7	- - -	116	24 8 11
94	Birmingham, St. Matthias (Wheeler St.) N. 10	1,317 13 9	438 28	193 17 8 4 6 8
394	Birmingham, St. Matthias', Farm Street, Infant - N. 10	150 0 0	114	39 13 2
394	Birmingham, St. Nicholas' R. *b*			
394	Birmingham, St. Patrick's R. 10	- - -	116	53 17 8
394	Birmingham, St. Paul's - N. 9	788 0 0	485 143	240 16 6 51 0 10
394	Birmingham, St. Peter's (Moor Street) N.	531 0 0		
394	Birmingham, St. Peter's (London Prentice Street), Infants - N. *b*	73 10 0		
394	Birmingham, St. Peter's R. 10	- - -	254 59	119 12 4 18 5 10
394	Birmingham, St. Philip's N. 7	500 0 0	138	52 13 6
394	Birmingham, St. Stephen's N. 11	840 12 0	465 72	207 3 4 28 10 0
394	Birmingham, St. Thomas', Bow Street Ch. 2	- - -	213 117	79 15 8 29 13 6
394	Birmingham, St. Thomas' (Holloway Head Street) N. 2	315 0 0	451 55	232 17 2 15 14 2
394	Birmingham, Severn Street B. 6	- - -	397	196 16 8
394	Birmingham, Steelhouse Lane - - B. 6	- - -	99	50 3 4
394	Birmingham, Unitarian Domestic Mission - - 6	- - -	486	218 16 2
394	Birmingham W.			
395	Bordesley, St. Andrew's (Boys, Girls, & Infts. N. 2	516 0 0	254	120 19 10
395	Bordesley, St. Andrew's, Infts., Small Heath - N. 3	99 0 0	118	50 1 2
401	Bourton-on-Dunsmoor - Ch. 5	- - -	28	0 10 0
406	Brailes - Ch. 6	397 0 0	113	32 5 2
401	Brinklow - N. 4	377 10 0	116	57 5 0
395	Bromwich, Little - - N. 11	105 12 0	—	*a*
403	Budbrooke - Ch. 6			
398	Bulkington, St. James' Ch. 2	609 0 0	150 37	89 8 7 15 10 0
406	Burmington N. 3	- - -	16	10 0 1
407	Chesterton Ch. 3	- - -	18	9 3 4
398	Chilvers Coton N. *b*	104 0 0		
404	Claverdon - N.	240 0 0		
401	Clifton-on-Dunsmoor - N. 5	186 0 0	58	27 3 10

a Due, but not paid.

b School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	WARWICK—*cont.*	£ s. d.		£ s. d.
404	Combroke - 3	- - -	42	21 8 10
407	Compton (Fenny) - N.	*54 0 0		
162	Compton, Long N. 6	- - -	95	43 12 8
			17	5 17 6
396	‡Corley Moor N.			
400	Coventry, Girls' Blue Coat - N. *a*			
400	Coventry, St. John's - N.	*120 0 0		
400	Coventry, St. Mary's, Red Lane, late St. Michael's Branch.			
400	Coventry, St. Mary's - R. 9	- - -	175	92 10 8
			40	19 11 8
400	Coventry, St. Michael's - N. 4	1,200 0 0	401	198 15 10
			53	14 2 6
400	Coventry, St. Osburg's - R. 9	- - -	88	39 10 0
400	Coventry, St. Nicholas' Place, Boys B.	*125 0 0		
400	Coventry, St. Peter's - N. 4	283 17 6	195	85 18 8
			12	2 18 4
400	Coventry, Holy Trinity N. 4	1,349 10 0	399	212 15 6
			6	1 18 4
400	Coventry, Vicar Lane B.	*b*200 0 0		
403	Cubbington - N. 8	220 0 0	113	55 15 4
395	Deritend, St. John's - N. 9	362 5 0	297	132 4 4
			76	26 3 4
401	Dunchurch - N.	*106 0 0		
	" "	50 5 0		
404	Eatington - N. 2	- - -	55	23 7 6
			18	4 11 8
393	Edgbaston - P. 10	- - -	148	91 19 4
393	Edgbaston, St. George's N. 10	182 0 0	249	141 9 10
393	Edgbaston, St. James' Ch. 6	782 17 6	396	199 5 6
			26	7 15 0
394	Edgbaston, St. Luke's - N. 10	516 6 8	392	173 7 4
			74	17 0 0
395	Erdington, Infants - B.	100 0 0		
395	Erdington - R. 10	- - -	84	31 19 0
399	Exhall - N.			
401	Grandborough N.	54 10 0		
406	‡Halford - N.			
403	Hampton-on-the-Hill - R.			
401	Harborough Magna - N.	88 0 0		
407	Harbury, N., and Harbury, Wagstaffe's, Endowed - N. 8	306 0 0	107	60 8 0
397	Hartshill - N. 4	148 10 0	81	28 1 1
404	Henley in Arden - N. 6	95 0 0	*c*39	10 4
			50	17 3 10
404	Henley in Arden - B. 5	- - -	61	30 2 0
403	Hunningham Ch. 4	246 0 0	33	16 2 0
406	Ilmington - N.	308 0 0		
407	Itchington, Bishops - N.	*37 0 0		
407	Itchington, Long - N. 7	502 0 0	84	31 7 2
403	Kenilworth, St. Austin's R.			
403	Kenilworth, St. John's - N. 7	212 0 0	113	67 10 6
403	Kenilworth (St. Nicholas), Girls and Infants - - N. 7	*57 0 0	121	68 16 6
	" "	599 0 0		
399	Keresley and Coundon - N. 4	112 10 0	131	79 1 6
			34	12 5 0
376	Kingsbury, Endowed - N. 1	57 13 10	59	14 15 0
405	Kinwarton and Great Alne - N. 7	68 10 0	33	13 7 0
405	Kinwarton and Great Alne, Sunday -	*30 0 0		
394	Ladywood, St. John's - N. 7	1,582 0 0	558	309 0 10
394	Ladywood, St. John's, Infants, Ichnield Port Road Ch. 7	162 16 3	114	52 5 6
401	Lawford, Long P. 12	- - -	40	14 1 2
396	Lea Marston Ch. 1	- - -	100	49 7 6
403	Leamington, Girls - - B. 5	- - -	97	51 3 10
403	Leamington Priors - N. 11	1,100 0 0	—	*d*
403	Leamington, St. John's - N. 11	- - -	91	27 2 0
403	Leamington Priors - R.			
403	Leamington Priors - W. 5	- - -	120	70 10 2
403	Leamington, St. Mary's - N. 11	- - -	—	*d*
407	Lighthorne - N. 3	- - -	41	21 5 4
404	Loxley - - N. 3	10 10 0	35	17 11 4
395	Lozells, St. Silas' - - N. 10	- - -	170	75 4 6
405	Mappleborough Green - N. 7	- - -	44	18 8 4
401	Marton - N.	212 0 0		
	‡Mount Carmel - - R.			
407	Napton on the Hill - N. 3	64 0 0	33	18 6 6
398	Nuneaton (Abbey End), Infants - N.	241 0 0		
398	Nuneaton (Church Lane) - N. 5	618 0 0	287	141 11 10
403	Offchurch (Lady Aylesford's) - 8	- - -	41	27 10 6
			4	0 10 6

a Removed from inspection. *b* This grant has been repaid. *c* Arrears for 1865, 1866, and 1867
d Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	WARWICK—*cont.*	£ s. d.		£ s. d.
3	Pakington (Earl of Aylesford's) 8	- - -	63	27 1 8
8	Pailton - N. 5	373 0 0	82	28 16 0
0	Radford - B. 5	- - -	33	21 18 0
3	Ratley - - Ch.	117 0 0		
3	Rowington - N. 6	196 0 0	75	40 13 2
	Rugby (Elborow's) - N. 5	29 19 0	175	98 4 6
	Rugby - - R.			
	Rugby, St. Matthew's N. 5	174 10 0	349	177 9 2
	Rugby (St. Matthew's District) New P.	275 0 0		
	Rugby, Trinity P. 5	- - -	235	133 1 4
	Rugby - - W. 5	- - -	98	55 16 0
	Ryton-on-Dunsmore - Ch. 5	196 8 0	51	27 15 0
	Saltley, Reformatory.			
	Saltley (Worcester Diocesan) Practising - 7	200 0 0	111	36 16 0
	Shirley (Endowed) - Ch. 6	*65 0 0	103	63 4 8
	" "	221 2 6		
	Snitterfield - N.	*100 0 0		
	" "	25 0 0		
	Solihull, Lower, Free - - N. 6	- - -	55	*a*
	Solihull, Palmer's Charity, Girls - - 6	- - -	94	48 4 0
	Southam - Ch. 4	- - -	128	48 7 0
	Southam Independent -	46 0 0		
	Stockingford N. 5	604 5 0	86	41 19 6
	Stockton - N. 11	55 4 4	94	52 0 0
	Stoke - - N. 4	76 0 0	64	28 9 2
	Stoneleigh - P. 11	- - -	58	*a*
			14	
	Stowerton - N.	40 0 0		
	Stratford-on-Avon - - B. 5	- - -	78	29 0 1
	Stratford-on-Avon - - N. 2	311 11 8	296	139 12 2
			26	8 6 8
	Stretton-on-Dunsmore - N. 2	232 14 2	57	*a*
	Studley - N. 11	*35 0 0	—	*b*
	" "	339 12 4		
	Sutton-Coldfield - - R.			
	Thurlaston - N.	138 15 0		
	Tysoe - - Ch. 6	554 0 0	141	69 13 4
			19	5 7 6
	Walsgrave-on-Sowe - - N. 4	10 10 0	42	20 14 4
	Walton - Ch. 6	- - -	24	17 0 0
	Warton - Ch.	267 0 0		
	Warwick - B. 5	- - -	79	32 1 10
	Warwick, High St. Chapel - B. 5	261 0 0	74	36 18 2
	WARWICK—*cont.*	£ s. d.		£ s. d.
403	Warwick, St. Mary's - N. 6	*150 0 0	211	102 10 6
	" "	167 0 0		
403	Warwick, St. Mary's and St. Paul's, Infants - N. 9	162 0 0	120	59 17 2
403	Warwickshire, Reformatory.			
404	Wellesbourne Ch.	185 10 9		
403	Westwood (Canley Hill) - N. 11	- - -	49	27 11 6
			c 4	0 10 0
			61	40 15 0
406	Whichford - 6	- - -	61	30 8 6
			23	8 15 10
376	Wilnecote - N.			
395	Wishaw - N.			
401	Wolston - Ch. 4	- - -	87	55 1 10
			14	3 16 8
412	Wolvey - N. 5	*53 0 0	95	41 16 8
	" - "	12 3 0	22	8 1 8
404	Wootton Wawen - - N.	208 0 0		
404	Wootton Wawen - - R. 10	- - -	59	48 8 4
	WESTMORELAND.			
575	Ambleside - N. 5	281 15 0	185	74 8 8
573	Appleby, St. Laurence's B. 6	126 15 0	88	39 10 8
575	Barbon - P. 5	136 3 9	49	26 15 0
573	Bougate - N. 2	65 0 0	98	58 1 10
573	Brough - N. 2	- - -	94	54 15 4
575	Burnside, Endowed - 5	- - -	120	51 19 2
575	Burton - Ch. 3	- - -	63	43 10 8
575	Casterton - N.	42 0 0		
574	Cliburn - 1	- - -	49	11 13 9
574	Clifton - - Ch.			
573	Dufton - B. 6	31 18 3	62	32 8 2
			6	1 1 8
575	Endmore - Ch. 3	- - -	57	30 3 8
575	Firbank - Ch. 4	112 4 0	27	13 8 10
575	Grasmere - Ch. 5	- - -	36	6 16 5
575	Grayrigg - N. 5	32 0 0	72	10 14 5
575	‡Helsington - N.			
574	‡Helton - N.			
575	Holme - - N. 2	82 10 0	63	43 1 10
			32	11 5 0
575	Kendal - N. 9	140 17 0	232	73 17 10
575	Kendal, Boys B. 5	*125 0 0	219	132 10 8
	" "	138 5 4		
575	Kendal, Castle Street, Girls and Infants - B. 5	- - -	207	98 11 11
575	Kendal, Fellside - - B. 5	- - -	105	49 10 8
575	Kendal, Parish Church - 9	- - -	180	77 11 8
575	Kendal - U.			
575	Kendal, St. George's (Girls) - N. 9	243 10 0	67	31 12 8

a Refused under Article 52 *d*. *b* Due, but not paid. *c* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	WESTMORELAND—*cont.*	£ s. d.		£ s. d.
575	Kendal, St. Thomas' - Ch. 9	- - -	92	29 6 11
575	Kendal - W. 5	173 0 0	111	47 12 2
			20	8 8 4
575	Kirkby Lonsdale - - N. 5	592 5 0	197	112 6 4
			25	10 15 10
573	Kirkby Stephen - - N. 2	*45 0 0	69	27 17 6
573	Kirkby Thore N. 2	- - -	24	10 13 10
573	Kirkby Thore B. 6	- - -	24	5 18 2
575	Langdale - Ch. 5	- - -	53	7 2 8
575	Levens - - Ch. 3	- - -	54	23 6 8
574	Martindale - N.	*27 0 0		
573	Marton, Long P. 2	- - -	41	30 4 9
575	Meal Bank - B.	- - -	56	47 15 2
			26	7 8 4
575	Milnthorpe, St. Thomas (Girls and Infants) - N. 3	- - -	72	38 7 8
573	Ormside - N.	35 0 0		
575	Staveley - N. 5	- - -	94	30 10 0
574	Strickland, Great - N. 1	- - -	43	2 17 6
573	Tebay - - N. 2	- - -	81	11 14 6
573	Temple Sowerby Ch. 1	12 0 0	36	16 11 4
575	Troutbeck - Ch. 5	- - -	36	*a*
573	Warcop - N. 2	144 0 0		
575	Windermere, St. Mary's (Applethwaite) N. 5	50 0 0	134	60 7 10
574	Yanwath - Ch. 2	- - -	72	40 18 8
	WILTSHIRE.			
121	Aldbourne - N. 2	306 0 0	66	18 13 2
			25	6 17 6
263	Alderbury - N. 10	- - -	112	53 18 8
256	Allcannings N. 3	26 14 8	67	34 3 2
262	Amesbury - N. 1	- - -	99	58 4 6
			16	8 3 4
260	Ashton - - Ch. 2	- - -	59	28 16 6
			22	5 11 8
259	Ashton, West N.	169 15 0		
255	Avebury - P.	40 0 0		
265	Barford, St. Martin's - N. 1	478 0 0	53	8 10 10
			—	515 0 0
121	Bedwin, Great N. 2	- - -	118	57 4 2
			34	9 0 0
121	Bedwin, Little N. 2	328 0 0	51	29 13 0
			14	5 10 0
265	Bemerton - N. 1	- - -	71	35 18 4
255	Berwick Bassett - - N.	66 0 0		
253	Biddestone - N.	50 0 0		
250	Bishopstone (near Faringdon) - N.	126 0 0		
265	Bishopstone (near Salisbury) - - N. 1	129 8 6	64	32 18 4
265	Bower Chalke N. 1	40 0 0	43	23 16 8
	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
254	Bowood - 5	- - -	70	44 8 0
253	Box - - Ch. 5	- - -	126	10 19 0
258	Bradford, Parish Church - N. 11	*190 0 0	116	60 6 4
	,, - ,,	60 3 2		
258	Bradford, Ch. Ch. - N. 11	- - *c*	121	59 13 10
			124	64 17 8
258	Bradford-on-Avon, Boys B. 3	- - -	43	13 10 5
258	Bradford-on-Avon - - B. 3	- - -	97	29 5 8
258	Bradford-on-Avon, Trinity - - N.	24 0 0		
104	Bramshaw (Warren's), Girls - - N. *d*			
259	Bratton - N. 11	50 0 0	41	20 5 0
			11	3 15 10
259	Bratton - B. 2	95 19 6	58	15 3 4
254	Bremhill - N. 5	150 0 0	36	16 6 8
			12	3 10 0
260	Brixton Deverell - N. *e*	*40 0 0		
265	Broad Chalke N. 1	251 0 0	71	33 17 10
			20	5 16 8
255	Broadtown - Ch. 11	205 0 0	31	17 6 4
			9	2 15 10
256	Bromham - N.	146 17 6		
256	Bromham - B.			
258	Broughton Gifford - N. 11	90 13 4	83	36 8 9
261	Burbage - N. 2	276 0 0	170	91 1 2
254	Calne, Boys and Girls - N. 5	45 0 0	180	93 14 8
			43	13 9 2
254	Calne (Lord Lansdowne's), Infants - 5	- - -	91	38 16 11
254	Calne, Middle, Endowed, Free Grammar. *e*			
254	Calne, the Guthrie Juvenile - 5	- - -	104	38 10 8
254	Calne, Trinity N.	192 0 0		
253	Castle Combe N. 5	- - -	133	62 19 8
			25	5 0 0
263	Charlton, All Saints - Ch. 1	- - -	39	19 4 4
252	Charlton Park N. 4	- - -	61	24 6 8
256	Cheverell, Great N.	50 0 0		
256	Cheverell, Little, Mixed - Ch. 3	- - -	28	14 1 10
			76	39 6 8
266	Chilmark - N. 3	283 0 0	25	9 12 6
121	Chilton (Folliatt) N. 2	- - -	54	22 7 8
			11	1 7 6
253	Chippenham N.	*170 0 0		
253	Chippenham B. 2	- - -	134	42 10 0
253	Chippenham U.			
253	Chippenham, St. Paul's - Ch. 5	776 0 0	162	98 0 0
256	Chirton - N.	40 0 0		
250	Chiselcon - N.	70 0 0		

a Refused under Article 52 *d*. *b* Retiring pension. *c* For two years.
d Amalgamated with Bramshaw N.S., Hants. *e* Removed from inspection.

No. in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
6	Chittoe - N.			
2	Cholderton - P.			
3	Christian-Malford - N. 5	- - -	99	41 16 6
8	Chute - - N. 7	336 0 0	67	36 12 4
1	Clack (Lyneham) - - N. 4	198 12 0	58	24 6 0
			20	8 5 0
11	Cliffe Pypard Ch. 11	- - -	31	16 6 0
1	Collingbourne Ducis - - N. 2	340 0 0	92	51 5 4
			19	7 2 6
1	Collingbourne-Kingston - Ch. 2	- - -	70	32 15 6
3	Combe Bissett - - N. 10	47 10 0	48	24 10 11
4	Compton Bassett - - N. 5	53 0 0	42	19 19 2
3	Corsham - B. 2	*100 0 0	10	3 18 4
	" - "	41 13 0	59	20 7 7
3	Corsham, Pickwick District - N. 5	444 0 0	81	36 6 10
			13	1 12 6
3	Corsham Side Ch. 5	215 15 0	65	43 5 8
			15	3 11 6
0	Corsley - N.	150 0 0		
1	Cricklade - N. 11	108 0 0	76	42 2 4
				a15 0 0
1	Cricklade - B. 3	- - -	63	18 14 7
0	Crockerton - N. 2	- - -	55	37 0 2
2	Crudwell - N.	120 0 0		
3	Damerham - N. 1	260 0 0	66	27 16 4
			13	3 19 2
2	Daunster, Earl Danby's Endowed Free 4	- - -	55	31 0 0
			8	3 1 8
8	Dean, West Ch. 7	- - -	29	13 10 10
4	Derry Hill - N. 5	132 0 0	77	33 2 0
			13	4 5 10
6	Devizes - B. 3	*140 0 0	146	58 9 1
	" - "	52 10 0		
6	Devizes, Town (Sheep St.) N. 3	- - -	182	89 9 0
			22	5 13 4
6	Devizes, Town (Bridewell St.), Girls - N. *b*			
9	Dilton's Marsh - N. 2	217 10 0	104	49 8 10
			51	16 17 6
9	Dilton's Marsh, Infant - B. 3	- - -	73	25 5 5
			23	5 12 6
6	Donhead, St. Mary's - N.	*29 0 0		
3	Downton - N. 10	162 0 0	84	33 16 11
3	Downton, Boys - B. 5	244 6 8	78	31 2 8
			26	10 0 0
3	Downton, Girls - B. 5	- - -	78	31 7 2
			20	7 5 0
2	Durrington - P. 10	- - -	35	20 16 6
6	Erchfont - N. 3	- - -	61	29 12 8
1	Everleigh - N.	70 0 0		
3	Farley - - N.	154 6 3		
2	Figheldean - N. 1	- - -	53	21 5 0
3	Fisherton Anger N. 1	366 1 0	221	127 8 2
3	Fisherton - B. 12	- - -	63	27 10
6	Fonthill, Bishop - N.	37 10 0		
	Fonthill Gifford - N.	41 0 0		
1	Fosbury - Ch. 2	- - -	60	37 9 7
5	Fovant - N. 1	105 0 0	62	33 4 2
			31	9 1 9
4	Foxham.			
1	Grafton, East N. 2	- - -	94	58 9 8
			24	9 10 0
3	Grimstead, West - - N.	101 0 0		
3	Grittleton - Ch. 5	- - -	44	18 0 10
2	Hankerton - N. 4	52 0 0	39	15 2 5
3	Harnham, East - - Ch. 2	- - -	90	50 3 4
3	Harnham, West - - N. 10	120 0 0	34	14 11 4
4	Heddington N. 3	- - -	40	20 7 4
			26	9 13 4
0	Heytesbury, N. and Infants 2	*150 0 0	167	82 17 7
	" - "	155 0 0	47	15 9 2
0	Highworth - N. 11	*100 0 0	197	83 12 4
	" - "	252 1 3	38	15 1 8
0	Highworth and Swindon - U.			
4	‡Hillmarton - N.			
7	Hilperton N. & P. 11	70 0 0	54	27 2 10
6	Hindon - N. 3	- - -	92	45 4 8
5	Hinton (Broad) Endowed - N.	160 0 0		
0	Hinton, Little N.	65 0 0		
8	Holt - - N.	*40 0 0		
0	HorningshamN. 2	- - -	73	46 7 10
			33	11 2 6
2	Hullavington Ch. 4	- - -	63	20 7 8
0	Imber - - N.	*34 0 0		
7	Kingston Deverill - - N. 2	- - -	35	18 18 6
7	Knoyle, East N. 3	*31 0 0	74	34 5 2
	"	17 17 2	24	8 16 8
3	Lacock - N. 5	- - -	184	94 18 4
3	Landford - N. 1	45 0 0	63	33 9 2
3	Langton Fitzurse - - N. 5	116 0 0	44	20 12 6
1	Latton - P. 11	- - -	—	*c*
3	Laverstock - N. 1	5 0 0	51	25 16 2
8	Limpley Stoke N. 11	75 0 0	36	19 4 8
0	Longbridge Deverill - N. 2	- - -	80	50 2 0
			39	13 0 10
8	Ludgershall N. 7	- - -	81	46 17 5
			18	3 13 8
6	Ludwell - N. 3	70 0 0	78	45 18 0
1	Lydiard Tregoz - - N. 11	257 12 0		*c*
1	Lydiard Millicent - - N.	183 3 4		
1	Lyneham - N. 4	166 2 6	62	33 6 6
			16	4 18 4
2	Maddington N. 1	- - -	44	20 1 6
7	Maiden Bradley - - N. 2	65 0 0	79	41 4 6
			16	5 16 8
2	Malmesbury, Juvenile and Infant - Ch. 4	- - -	270	137 3 4

a Retiring pension. *b* Amalgamated with Sheep Street N.S. *c* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
252	Malmesbury and Westport - - Ch. 4	600 0 0	103	61 17 4
256	Marden - N.	25 0 0		
256	Market Lavington - N. 3	140 0 0	123	62 11 5
			16	5 10 0
255	Marlborough, St. Mary's - N. 4	395 0 0	140	63 12 6
255	Marlborough, St. Peter's N. 4	500 0 0	163	67 12 7
			60	21 6 8
103	Martin - - N. 10	123 0 0	52	30 13 6
257	Melksham - N. 11	181 4 4	*a* 216	108 7 8
			228	109 6 6
257	Melksham - B. 3	64 6 8	93	29 15 6
257	Melksham - U.			
267	Mere - - N. 3	262 0 0	113	54 0 2
			52	15 15 0
252	Minety, St. Leonard's - N.	116 0 0		
258	Monkton Farley - - N. 11	- - -	38	20 10 6
261	Netheravon N.			
265	Netherhampton N. 10	- - -	37	12 13 1
253	Nettleton and Burton - N. 5	96 6 0	82	39 3 8
339	Newnton, Long N. 2	204 0 0	27	*b*
265	Newton, South N. 10	- - -	40	20 4 6
262	Newton Tony P. 10	73 0 0	52	30 14 0
260	Norton Bavant Ch.	20 0 0		
263	Nunton, Mixed N. 10	- - -	43	29 6 0
256	Patney - N.	*25 0 0		
261	Pewsey - N. 2	*75 0 0		
	" - "	19 12 10		
261	Pewsey, St. John Baptist - - N. 2	171 5 0	129	49 3 6
263	Pitton - - N. 1	- - -	64	25 10 2
107	Plaitford - N. 12	111 9 4	42	19 9 0
340	Pool Keynes N. 3	95 5 0	26	25 2 3
			9	3 16 8
251	Purton - N. 11	584 0 0	166	86 9 6
263	Redlynch - N. 10		*c*	
259	Road Hill - N. 11	*60 0 0	47	25 15 8
256	Rowde - N. 3	- - -	84	48 18 6
			23	6 15 10
264	Salisbury, Infant - - 10	- - -	90	42 15 4
264	Salisbury, Model for Girls - N. *d*			
264	Salisbury - U.			
264	Salisbury, St. Edmund's, Practising - N. 10	1,361 0 0	340	189 17 10
264	Salisbury, St. Edmund's, Sunday - -	*40 0 0		
264	Salisbury, St. Martin's - N. 10	21 0 0	258	143 11 0
264	Salisbury, St. Thomas' - N. 10	479 0 0	141	94 17 0
264	Salisbury - W. 5	- - -	47	17 5 9

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
255	Savernake - N. 2	- - -	41	22 8 11
			10	3 3 4
253	Seagry - N. 5	50 0 0	11	5 9 8
257	Seend - - Ch. 11	27 15 0	56	20 6 8
266	Semley - N. 3	123 0 0	55	32 1 6
257	Shaw and Witley - N.			
252	Sherston - B. 2	- - -	75	21 7 0
252	Sherston (Magna) - N. 4	170 0 0	130	48 19 2
262	Shrewton - N. 1	- - -	33	14 6 8
340	Somerford Keynes - Ch. 3	214 0 0	48	39 15 8
256	Southbroom N.	*50 0 0		
265	Stapleford - P. 1	- - -	24	12 16 0
257	Staverton - N. 11	- - -	77	36 4 11
259	Steeple Ashton - - N. 11	- - -	77	36 8 4
265	Steeple Langford - - N. 1	286 0 0	50	26 11 4
256	Stert - - N.	20 0 0		
254	Stockley - N.	175 0 0		
263	Stratford-sub-Castle - N. 1	37 10 0	38	22 9 2
250	Stratton, St. Margaret's N. 11	*35 0 0	71	43 18 7
257	Studley, St. John's - N.	381 0 0		
253	Sutton Benger - - N.	42 0 0		
260	Sutton Veny Ch. 2	- - -	58	29 6 5
266	Swallowcliffe N.	45 0 0		
250	Swindon - N. 9	*85 0 0	98	40 13 10
	" "	47 0 0	—	*e* 35 0 0
250	Swindon, Old, Infants - N. 9	- - -	114	37 3 8
250	Swindon, New, Free Christian Church - 12	- - -	85	31 1 9
250	Swindon, New (Great Western Railway) N. 6	598 0 6	332	147 19 10
250	Swindon - W. 12	- - -	76	38 6 10
266	Tisbury - N. 3	429 0 0	142	83 10 8
			20	7 6 8
266	Tollard Royal Ch. 11	- - -	—	*c*
257	Trowbridge - N. 11	726 0 0	401	196 15 10
			173	48 15 10
257	Trowbridge, Boys - - B. 3	- - -	131	35 8 5
257	Trowbridge, Girls - - B. 3	- - -	82	23 18 5
257	Trowbridge, Holy Trinity - N. 11	*105 0 0	112	49 12 10
	" "	8 0 0		
260	Upton Scudamore - - N.	*30 0 0		
250	Wanborough P.			
260	Warminster N. 2	*460 0 0	287	133 19 0
	" B.	291 0 0	76	26 10 5
260	Warminster B. 2	*155 0 0	119	36 9 11
259	Westbury - N. 11	150 0 0	*a* 82	38 6 0
			85	35 0 0

a For two years. *b* Refused under Article 52 *d*. *c* Due, but not paid. *d* School closed.
e Retiring pensions.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
WILTSHIRE—*cont.*	£ s. d.		£ s. d.
Westbury (Boys) B. 2	- - -	35	7 9 3
Westbury (Girls) B. 2	- - -	76	26 4 5
Westbury, Heywood House N. 11	- - -	86	46 8 8
Westbury, Leigh Ch. *a*			
Westwood - N.	73 0 0		
Whiteparish N. 1	100 0 0	115	45 4 3
		29	10 0 10
Wilton - N. 10	- - -	231	127 4 4
Wilton Park N. 10	- - -	31	21 12 0
Wilts, Reformatory.			
‡Winterbourne, Earl's - N.			
Winterbourne Monkton - P.	25 0 0		
Winterbourne-Stoke - N. 10	- - -	39	28 16 0
Winterslow - N. 1	10 10 0	106	54 1 8
		13	1 12 6
Wootton Bassett - - N. 4	638 0 0	158	74 10 10
		28	10 15 0
Wootton Bassett - - B. 2	413 12 6	140	33 19 5
Wootton Rivers N. 2	90 0 0	85	47 18 8
Wraxall, South N.	37 10 0		
Wylie - - N.	*45 0 0		
Yatton Keynell - - Ch. 5	- - -	34	2 12 8
Zeals - - N. 3	42 0 0	32	16 9 0
WORCESTERSHIRE.			
Abberley - P. 6	292 0 0	69	26 14 8
Alvechurch - N. 2	317 0 0	92	40 1 8
		10	3 8 4
Areley King's N.	55 0 0		
Badsey and Wickhamford N.	125 16 0		
Balsall Heath, St. Paul's - N. 6	1,270 0 0	253	108 16 2
Barbourne, St. Stephen's Ch. 9	254 0 0	137	63 19 10
Bartley Green N.	*50 0 0		
Belbroughton N. 5	- - -	80	47 18 0
Bengeworth N. 11	200 0 0	127	72 6 8
Berrow - N.	*45 0 0		
Bewdley - N. 5	65 3 4	—	*b*
Bewdley, Far Forest - N. 10	60 0 0	56	30 19 0
Birts Morton N.	78 0 0		
Blockley - B. 12	- - -	58	35 6 6
Blockley, Upper Ch. 11	303 5 0		*c*
Bredicot - N.	142 16 6		
Bretforton - N.	75 0 0		
Broadheath N.	*18 0 0		
Broadwas - Ch.	62 13 9		
Broadway - N. 11	150 0 0*d*	108	53 2 10
		121	52 14 8

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	WORCESTER—*cont.*	£ s. d.		£ s. d.
389	Broadway, St. Mary's - R. 5	- - -	65	45 13 6
392	Bromsgrove - B. 2	- - -	77	33 16 2
392	Bromsgrove N. 2	*200 0 0	370	179 2 10
			44	11 3 4
392	Bromsgrove, Park Place R.			
392	Bromsgrove, The Lickey N. 4	295 0 0	90	48 3 8
388	Bushley - P. 3	- - -	52	25 8 4
388	Castle Morton N. 7	102 0 0	26	3 18 0
391	Claines - N. *e*	*100 0 0		
391	Claines, St. George's - N. 11	*123 0 0	150	51 9 4
389	Cleeve Prior Ch.	106 0 0		
392	Clent - - N. 6	- - -	41	29 5 9
			18	6 19 3
392	Clent, Infant 6	- - -	59	28 15 8
386	Clifton-on-Teme - - N. 6	100 0 0	46	12 8 3
386	Cowleigh, St. Peter - Ch. 10	- - -	74	26 15 2
383	Cradley - N. 5	1,092 0 0	121	58 11 10
			40	12 11 8
383	Cradley, The Old Wesleyan's Refuge - 2	- - -	70	23 4 8
383	Cradley - W. 1	- - -	85	36 19 0
391	Crowle - N. 6	188 0 0	61	30 2 8
391	Cutnall Green Ch. 7	153 6 3	59	7 18 6
391	Dodderhill - N. 7	146 0 0	49	20 8 0
391	Droitwich, Coventry Charity - N.			
391	Droitwich, St. Peter's - N. 11	293 8 6	278	164 0 4
			55	13 17 10
382	Dudley - B.	*400 0 0		
382	Dudley, Holly Hall - - N. 7	- - -	295	140 18 8
			130	52 1 8
382	Dudley St. Edmund's - N.	450 0 0		
382	Dudley, St. James' - N. 7	150 0 0	85	46 4 6
382	Dudley, St. John's - N. 7	395 0 0	161	79 9 4
			19	7 5 10
382	Dudley, St. Thomas' - N. 7	867 0 0	163	73 13 5
			30	9 13 4
382	Dudley - W. 1	432 0 0	136	71 5 10
388	Eldersfield - N. 1	224 0 0	18	*b*
342	Evenload - N.	28 0 0		
389	Evesham, All Saints, and St. Lawrence N. 11	275 0 0	211	139 19 1
			42	16 6 0
389	Evesham - B. 12	160 0 0	120	49 10 4
			12	4 6 8
405	Feckenham - N. 10	801 8 0	111	73 8 6
392	Finstall - N.	65 0 0		
386	‡Grimley - N.			
388	Guarlford (late Malvern, Great, St. Mary's, Barnard's Green) - N. 10	127 16 11	90	38 18 7
392	Hagley - N. 5	- - -	105	60 19 6
			10	3 8 4

Removed from inspection. *b* Refused under Article 52 *d*. *c* Due, but not paid, *d* For two years. School discontinued.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	WORCESTER—*cont.*	£ s. d.		£ s. d.
392	Hagley, Infants - - N. 5	85 0 0		
383	Hales Owen N. 6	*285 0 0	374	192 5 8
	" "	522 6 3		
383	Hales Owen (Quinton), Ch. Ch. - N. 6	160 0 0	89	53 17 10
386	Hallow, Endowed - N. 11	358 0 0	99	*a*
391	Hanbury - N. 10	254 0 0	86	42 0 4
391	Hanbury, Broughton Green - N.	80 0 0		
389	Harvington - N.	59 0 0		
392	Headless Cross N. 11	- - -	113	47 10 10
386	Holt and Whitley - N.	*30 0 0		
405	Inkberrow - N. 3	112 10 0	64	20 13 0
384	Kidderminster, New Meeting House Charity - 2	67 0 0	171	79 13 8
			22	6 15 0
384	Kidderminster, St. George's N. 5	275 13 4	383	177 0 10
384	Kidderminster, St. John the Baptist's N. 5	203 3 4	251	129 19 6
			49	19 5 10
384	Kidderminster, St. John's, Girls - - N.			
384	Kidderminster, St. Mary's - N. 5	83 6 8	296	151 17 10
			63	19 2 6
384	Kidderminster, St. Mary's (Mill Street) Infants - N.			
393	King's Norton N. 4	205 10 0	58	25 14 8
393	King's Norton, Strutley St. Branch School 4	- - -	73	36 5 2
			11	3 19 2
386	Leigh Sinton N. 1	- - -	57	19 1 0
388	Longdon, Endowed, Girls N. 3	116 0 0	31	*b*
383	Lye - - N. 6	531 16 0	349	161 0 4
			135	42 0 10
383	Lye (Stamber-Mill) - N. 6	280 0 0	108	51 12 4
			48	12 16 6
388	Malvern, Great, New Par. - Ch. 11	1,293 0 0	169	81 7 6
388	Malvern, North - Ch. 10	- - -	130	61 6 6
386	Malvern, Link - -N. 11	75 0 0	71	32 4 0
386	Malvern, Link Day - - S. 12	- - -	78	38 13 6
388	Malvern Wells, St. Peter's - N.	*50 0 0		
386	Martley - N. 6	144 0 0	33	*a*
405	Moreton Abbots - - N.	20 0 0		
393	Moseley - N. 4	- - -	131	57 3 8
393	Moseley, King's Heath, Infants.			
382	Netherton - Ch. 7	- - -	339	132 5 1
			25	10 0 1
406	Newbold-on-Stour - N. 7	93 0 0	63	18 0
393	Northfield - N.	*100 0 0		
390	Norton juxta Kempsey - P. 10	- - -	53	29 17
			10	3 0
389	Offenham - N.			
381	Oldbury - N. 6	*75 0 0	354	170 12
	" - "	544 10 0	80	24 13
381	Oldbury (Chance's) - N. 6	340 0 0	284	138 11
			103	44 7
381	Oldbury, Road End, Branch.			
381	Oldbury, Tat Bank, Infants - - N. 6	331 0 0	90	43 8 1
381	Oldbury - W. 2	- - -	259	131 0
345	Overbury - Ch.			
387	Oxford, Worcester, and Wolverhampton Railway (at Worcester) B. *c*			
390	Pershore - N. 10	212 0 0	206	97 2
			18	4 15
390	Pershore - B. 12	- - -	68	29 4
			10	3 15
388	Powick - N. 11	*60 0 0		
	" - "	26 0 0	103	55 4
388	Powick, Bastonford Branch - N. 11	- - -	*d* 45	16 17
			41	10 2
392	Redditch - N. 4	711 0 0	290	141 17
			97	29 17
392	Redditch - W. 2	713 0 0	253	141 16
391	Redmarley - N.	64 0 0		
388	Ripple - N.	120 0 0		
385	Rochford - N.	89 0 0		
355	Rock - - Ch. 4	- - -	39	15 2
392	Romsley - N.	63 0 0		
391	Salwarpe - N. 10	- - -	49	12 11
389	Sedgeberrow N.	40 0 0		
393	Selly Oak N. 4	606 10 0	80	37 8 1
			14	4 10
386	Shelsley, Woodbury Hill Reformatory.			
406	Shipston-on-Stour, Boys N. 7	- - -	55	*a*
406	Shipston-on-Stour, Girls N. 7	84 15 0	86	44 17
386	Shrawley - N. 5	- - -	29	10 1
393	Sparkbrook - N. 6	764 0 0	125	49 15
402	Spark Hill - Ch. 3	- - -	67	33 7
335	Staunton - N. 1	165 2 6	44	11 11 1
392	Stoke Prior - N. 4	*100 0 0	88	48 16
	" - "	50 8 9		
383	Stourbridge, St. John's - N. 7	327 5 0	215	106 10
			27	9 12
383	Stourbridge N. 7	492 18 3	177	102 11
			28	9 13

a Refused under Article 52 *d*.
b Refused under Article 52 (*a*) and 52 (*d*).
c School closed.
d For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
WORCESTER—*cont.*	£ s. d.		£ s. d.
Stourbridge (New Road) W. 1	- - -	28	10 3 8
Stourbridge (Wollaston Road) B.			
Stourport (or Lower Mitton) - N. 5	259 6 8	221 15	100 1 8 4 12 6
Swinford, Old N. 7	1,004 0 0	163 36	83 18 10 16 10 0
Tardebigge - N. 4	- - -	75	50 12 0
Tenbury - N. 4	414 0 0	119	58 1 1
Upton-on-Severn - N. 11	672 0 0	a 216 a 218	71 5 10 82 6 0
Whittington Ch. 2	146 0 0		
Wichenford N.	67 0 0		
Witley - - N. 6	- - -	67	23 12 6
Wollaston - N. 7	- - -	315 22	184 7 0 9 5 0
Worcester, All Saints' N. 9	250 0 0	194	83 2 6
Worcester, St. Andrew's N.	*200 0 0		
Worcester, St. Clement's N. 11	276 0 0	221 16	118 15 10 6 0 0
Worcester, St. George's R. 5	- - -	152	38 0 0
Worcester, St. John's - N. 11	278 18 0	a 233 265	117 8 8 128 15 2
Worcester, St. Martin's - N. 10	*250 0 0 144 12 6	341 25	172 0 0 6 9 2
" " "			
Worcester, St. Martin's, Infants - b			
Worcester, St. Nicholas' - N. 11	- - -	107	53 8 10
Worcester, St. Paul's - N. 11	471 19 4	163	64 11 1
Worcester, St. Peter's, Boys - - N. 10	- - -	109 52	60 9 4 12 18 4
Worcester, St. Peter's (Diglis St.), Girls and Infants - N. 10	689 16 4	392 98	192 17 6 36 0 0
Worcester, Sansome's Place - - N. 10	82 11 0	155	61 16 8
Worcester - W. 12	- - -	79	37 15 0
Wribbenhall N. 5	12 16 8	54	28 5 2
YORKSHIRE.			
Aberford - N. 3	- - -	74	36 12 10
‡Acklam - N.			
Acklam, East N.	23 19 3		
Ackworth - B. 6	- - -	45 18	26 0 6 4 16 8
‡Ackworth, Girls - - N.			
Ackworth (Lowther's Hospital), Boys - - N. 5	- - -	60	29 0 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
504B	Ackworth, Low (Miss Howard's), Girls - - 6	- - -	60	15 12 10
492A	Acomb - N. 3	- - -	88	57 1 9
489	Addingham N. 3	215 14 6	93 37	55 14 6 11 14 2
510	Adwick-le-Street - N. 1	*60 0 0	34	15 0 0
534	Ainderby Steeple - N. 3	267 12 0	68	34 15 10
492A	Aldborough Ch.			
492A	Aldborough and Boroughbridge - N. 3	682 10 0	137	76 8 11
491	Aldfield - N. 5	- - -	79	57 3 5
530	Allerston - N.	*20 0 0		
530	Allerston - B.	8 1 6		
499	Allerton - N.	*73 0 0		
499	Allerton - B. 4	200 0 0	176	104 9 4
504A	Allerton Bywater - N. 4	- - -	76	8 7 9
492A	Allerton Mauleverer R. 11	- - -	a 21 a 24	9 9 4 10 1 2
497	Almondbury, Central - N. 7	379 6 0	118	56 15 6
497	Almondbury, Lower Houses - N.	140 0 0		
497	Almondbury W. 9	- - -	72 53	33 11 2 19 4 2
527	Alne - - P. 11	- - -	47	20 1 10
503	Alverthorpe and Flanshaw - - N. 2	246 11 6	109	40 5 5
529	Ampleforth - N. 5	31 17 6	57	24 16 8
436	Anston - Ch.			
529	Appleton-le-Moors - N. 7	- - -	32	15 3 4
514	Appleton Roebuck - N. 1	- - -	63	29 0 0
505	Ardsley - N. 2	237 14 0	95	32 18 7
497	Armitage Bridge - N. 6	- - -	98 31	54 14 6 11 0 10
510	Askern - N.			
515	Askham Bryan - N.	179 0 0		
509	Aston - - N.	138 0 0		
508	Attercliffe, Boys - - N. 6	322 0 0	109	37 4 7
508	Attercliffe, Girls and Infants - N. 6	- - -	221	92 15 2
522	‡Atwick - N.			
509	Aughton - 11	- - -	32	15 10 0
496	Austerlands N. 8	60 0 0	103 22	59 18 0 7 15 0
537	Aysgarth - N. 12	- - -	a 67 a 67	36 13 4 34 4 6
533	Ayton, Great B.	140 0 0		
493A	Baildon - N. 10	150 0 0	82	32 7 2
499	Bailiff Bridge - B. 9	- - -	91	48 9 6
510	Balby and Hexthorpe N. 1	- - -	69	22 14 6
491	Baldersby - N. 5	- - -	54	44 15 4

a For two years.

b Amalgamated with St. Martin's N.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
499	Bankfoot, St. Matthew's N. 2	201 13 4	199	102 0 8
514	‡Bardsey, Endowed - N.		23	5 10 10
498	Barkisland, Endowed - 11	284 11 10		
516	Barmby Moor N. 1	277 0 0	51	35 6 8
517	Barmby-on-the-Marsh N.	*55 0 0		
510	‡Barmburgh N.			
489	Barnoldswick N. 4	*150 0 0	113	74 6 8
	" "	17 0 0		
489	Barnoldswick W. 6	542 12 0	133	74 16 8
			60	20 8 4
505	Barnsley, St. George's, Boys - - N. 11	140 8 2	182	106 13 0
505	Barnsley, Holyrood - R. 9	1,124 8 0	272	160 14 6
505	Barnsley, St. George's, Girls and Infants N. 11	- - -	281	182 6 0
			59	20 7 2
505	Barnsley, St. George's Branch, Kingston Place, Infant - Ch. 11	177 15 0		*a*
505	Barnsley, St. John's - N. 11	260 0 0	204	97 17 0
505	Barnsley, St. Mary's - N. 11	472 5 0	351	196 0 8
505	Barnsley - W. 6	444 0 0	241	98 19 2
540	Barton - N. 3	310 0 0	62	21 3 0
526	Barton-le-Willows - N. 5	- - -	30	22 4 6
514	Barwick-in-Elmet - N. 3	210 0 0	87	46 14 0
502	Batley, Carlinghow - N. 4	140 0 0	110	33 11 11
			10	3 8 4
502	Batley (near Dewsbury) N. 4	676 0 0	160	64 14 10
			14	5 15 0
502	Batley - - W. 9	616 17 6	190	60 6 8
			53	11 14 2
502	Batley Carr N. 2	406 0 0	229	69 8 5
502	Battyeford - N. 11	- - -	110	40 7 0
502	Battyeford, Ch. Ch. (in Mirfield), Boys N.	332 0 0		
510	Bawtry - P. 2	- - -	97	36 19 3
510	Bawtry - W. 4	- - -	39	16 16 8
535	Bedale - N. 4	188 0 0	127	63 7 0
523	Beeford - N. 4	42 10 0	64	36 8 11
500	Beeston - N. *b*			
493A	Ben Rhydding Pres.	*b*		
510	Bentley-in-Arksey - N.	57 0 0		
518	Beswick and Watton - N. 11	132 0 0	46	40 5 2
518	Beverley Beckside, Infant N. 2	86 0 0	93	32 2 10
518	Beverley Minster, Boys N. 2	300 0 0	148	76 9 6
			19	5 17 4
518	Beverley Minster, Girls - N. 2	- - -	104	41 2 9
518	Beverley Minster (Moorgate) Infants 2	- - -	135	44 15 10
518	Beverley, North Bar Street R. *b*			
518	Beverley, St. Mary and St. Nicholas' - N. 2	219 0 0	157	62 2 1
518	Beverley - W. 11	245 8 9	209	120 4 2
518	Beverley, Wood Street - N.	100 0 0		
499	Bierley - N. 1	- - -	181	92 6 10
			20	7 16 8
499	Bierley Sticker Lane - - N.			
533	Bilsdale, Lord Feversham's 6	- - -	31	16 5 2
494	Bingley - N. 7	79 0 0	218	112 15 8
			16	6 15 0
494	Bingley - W. 5	826 0 0	318	183 2 6
			39	10 19 2
526	Birdsall, Lord Middleton's 4	- - -	28	14 3 6
502	Birkenshaw N.	*120 0 0		
	" - "	328 7 6		
499	Birkenshaw, Hunsworth N.	314 4 0		
502	Birstal - N. 1	393 18 6	169	70 0 10
502	Birstal - W. 9	345 15 0	189	72 12 2
490	Birstwith - Ch. 11			
491	Bishop Monkton - - N. 5	72 0 0	43	37 8 3
515	Bishopthorpe, Archbishop of York's - N. 3	- - -	57	44 7 8
516	Bishop Wilton - - Ch.			
498	‡Black Dike Mills, Even.			
506	Bolsterstone N. 11	200 0 0	39	18 1 6
499	Bolton (Calverley) near Bradford - N. 4	309 6 0	75	35 4 6
510	Bolton-on-Dearne - N.	54 0 0		
497	Boothbanks N. 5	- - -	67	61 12 8
514	Boston, Clifford, and Bramham - W. 3	168 17 6	76	45 5 5
514	Boston Spa - N. 11	355 0 0	115	60 19 6
			10	3 0 0
499	Bowling, St. John's - N. 1	- - -	235	101 19 6
			29	9 2 0
499	Bowling, St. Stephen's - N. 3	226 7 6	127	61 18 8
489	Bracewell - N. 3	52 19 0	23	11 13 1
499	Bradford, All Saints' - N. 3	- - -	155	81 14 0
499	Bradford, Borough, West 4	458 0 0	309	166 10 0
499	Bradford, Bowling, Essex Street - B. 7	- - -	180	79 13 0
499	Bradford, Broomfield's Industrial -	763 0 0		
499	Bradford, Ch. Ch. - - N. 3	454 10 0	195	85 2 0

a Due, but not paid.

b School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
YORKSHIRE—*cont.*	£ s. d.		£ s. d.
Bradford, Daisy Hill - N.	300 0 0		
Bradford, Low Moor - N. 5	- - -	137	73 9 3
Bradford, Hill Top, Low Moor, Infts. N. 5	255 10 0	105	47 8 2
Bradford, Lister Hills, Independent Chapel.			
Bradford, Manchester Road, Model Factory - - N. 3	1,975 0 0	440	233 13 8
Bradford, Messrs. Walker's Factory - - N. 3	- - -	144	89 1 10
Bradford, New Leeds - N. 1	357 0 0	228	84 12 4
Bradford, Richmond Terrace - W. 4	394 2 6	95	47 15 8
Bradford, St. Andrew's - N. 3	1,194 0 0	340	201 15 10
		96	32 13 4
Bradford, St. James' - N. 3	- - -	269	129 12 2
Bradford, St. Joseph's - R. 10	- - -	237	132 7 0
		93	35 0 4
Bradford, St. Jude's - N. 3	474 10 0	204	125 14 8
Bradford, St. Marie's - R. 10	- - -	*a*	
Bradford, St. Patrick's - R. 10	622 0 0	*b*164	98 6 8
Bradford, Stott Hill - N. 3	- - -	221	126 5 2
		30	8 3 4
Bradford, Tong Street N. 3	- - -	46	22 4 2
		6	0 15 0
Bradford, White Abbey Road W. 4	- - -	291	162 10 6
Brafferton - N. 3	440 0 0	98	66 16 0
Bramham - Ch. 3	- - -	83	36 7 2
Bramley (Leeds) - N. 9	398 0 0	247	123 0 10
		49	14 19 2
Bramley (Leeds) - W. 3	- - -	209	106 8 8
Bramley, near Rotherham N.			
Bramley Whitcote - N.	125 0 0		
Brampton Bierlow - N. 5	- - -	184	73 3 5
Brampton Bierlow, Infant - 5	- - -	47	19 3 0
Brandsby - Ch. 4	- - -	18	8 10 4
Brantingham-cum-Ellerker - - N. 2	70 0 0	54	38 19 6
Brawby - N.	66 0 0		
Bretton, Monk - N. 7	200 0 0	150	87 4 11
		16	4 11 8
Bretton, West - N. 7	- - -	71	38 19 8

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
524	Bridlington N. 5	178 5 0	250	102 0 11
524	Bridlington, Infants - N. 5	400 0 0	99	45 14 3
524	Bridlington Quay Ch. Ch. N. 5	330 0 0	78	31 11 2
524	Bridlington Quay, Inft. N. 5	- - -	88	29 3 7
524	Bridlington Quay - - B. *c*	*100 0 0		
524	Bridlington Quay - - W. 5	17 11 0	41	21 3 8
498	Brighouse - N. 5	*150 0 0	295	177 5 5
	,, - - ,,	369 7 6	60	21 6 8
497	Brockholes - N. 6	*64 0 0	61	32 19 0
534	Brompton - B. 5	190 0 0	96	45 12 2
			18	5 1 8
517	Broomfleet - N.			
532	Brotton - N. 5	184 0 0	78	34 1 4
489	Broughton - R. *d*			
539	Brompton-on-Swale - N. 3	- - -	39	15 2 8
489	Buckden - Ch. 9	- - -	37	21 16 6
526	Bulmer, Lord Carlisle's - Ch. 5	- - -	33	24 18 0
			11	4 0 10
500	Burley, near Leeds - N. 5	353 0 0	135	64 14 7
493A	Burley in Wharfdale (near Otley) N. 10	30 4 10	63	31 16 8
493A	Burley Township - - B. *c*			
501	Burmantofts, St. Stephen's N. 6	559 0 0	264	105 18 6
535	Burneston - N. 4	70 0 0	49	16 0 10
497	Burnlee, Inft. N. 5	100 0 0	63	35 0 5
524	Burton Agnes, Boys - - N.	*48 0 0		
524	Burton Agnes, Girls - - N.			
518	Burton, Bishop - Ch. 1	291 0 0	56	20 3 4
518	Burton Cherry - Ch. 1	- - -	36	4 14 8
536	Burton Constable - N. 3	- - -	28	15 9 6
536	‡Burton Constable - R.			
526	Burythorpe - N.			
501	Buslingthorpe - N. 9	918 0 0	212	90 11 0
499	Buttershaw N. 2	- - -	142	81 1 6
			32	12 10 0
	Calder Farm Industrial Reformatory.			
539	Caldwell - Ch. 3	- - -	39	12 11 8
499	Calverley - N. 4	- - -	57	28 7 10
			26	6 18 4
499	Calverley, New, Infants - N. 4	270 0 0	59	25 10 8
			10	3 3 4
499	Calverley - W. 2	- - -	65	31 1 4
510	Campsall			
	Norton - Ch. 1	295 6 6	39	17 12 0
510	Cantley - N.	88 0 0		
510	Carcroft (in Owston) - N. 1	53 0 0	45	24 1 10

a Due, but not paid.
b Due, but not paid; 98*l.* 6*s.* 8*d.*, evening school grant for 1867.
c School not existing.
d Removed from inspection.
e School pulled down.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
489	Carleton, Girls - - N. 4	- - -	81	18 13 3
513	Carlton - R. *a*			
536	Carlton in Coverham - N.	*55 0 0		
513	Carlton in Snaith - Ch. 3	- - -	86	42 16 2
528	Carlton Miniott - N.	73 10 0		
535	Carthorpe Village, Mixed - 4	- - -	62	23 0 5
504A	Castleford - N.	*39 0 0		
504A	Castleford - W. 6	396 0 0	212	92 11 0
	Castle Howard Reformatory.			
522	Catwick - N. 2	45 0 0	27	5 13 1
517	Cave, North, Boys - - N. 2	- - -	42	30 10 11
517	Cave, North, Girls - - N. 2	- - -	76	49 5 8
517	Cave, North W.			
518	Cave, South, Mrs. Barnard's, Girls - - 2	- - -	35	15 8 6
518	Cave, South, Cross - - Ch. 2	- - -	41	25 12 10
513	Cawood.			
506	Cawthorne - N. 8	- - -	64	32 15 10
498	Charlestown, St. Thomas' N. 10	452 0 0	190 / 62	68 16 0 / 18 1 8
497	Choppards in Holmfirth - N.	*80 0 0		
516	Church Cat-ton - - P.			
514	Church Fen-ton - - N. 1	*40 0 0	33	12 17 6
	" " - "	12 0 0		
488	Clapham - Ch. 3	- - -	59	25 19 2
499	Clayton - N. 2	627 0 0	159 / 45	84 0 4 / 10 9 2
499	Cleckheaton N. 1	*200 0 0		
	" " - "	367 12 0	243	120 9 4
499	Cleckheaton B.	*175 0 0		
514	Clifford - N.			
514	Clifford, St. Edward's - R. 11	- - -	38	17 16 6
514	Clifford, St. Joseph's - R. 11	- - -	*b*26	*c*12 0 0
515	Clifton - N.	33 0 0		
532	Coatham - Ch. 2	- - -	96 / 6	34 8 0 / 0 15 0
498	Coley - - N. 12	225 0 0	87	62 9 6
498	Coley, North Owram, - Ch. 11	- - -	*d*54 / 59	29 13 3 / 27 3 7
510	Conisborough, Infants - N.			
489	Coniston, Cold - - Ch. 3	- - -	43	21 0 10
489	Cononley - N. 4	110 0 0	34	14 19 1
519	Cottingham N. 12	*100 0 0	155 / 13	71 18 7 / 1 0 0
494	Cottingley - B. 7	- - -	89	22 2 6
497	Cowcliffe and Netheroyd Hill - - N. 6	297 0 0	59	20 11 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
489	Cowling, Cross Hills - - N.	192 0 0		
534	Cowton, East N. 2	50 0 0	69	18 18
527	Coxwold - Ch. 4	- - -	69	44 3
535	Crakehall - N. 3	- - -	42	18 5
527	Crayke - N. 4	- - -	50	32 13
503	Crigglestone Ch. 4	- - -	99 / 19	61 13 / 7 17
540	Croft - - N. 2	184 2 6	116	50 2
507	Crooke's Endowed - 7	- - -	254	138 18
497	Crosland Moor, Methodist - F.C. 9	- - -	145 / 25	59 1 / 8 12
497	Crosland, South - N. 5	*115 0 0	55 / 35	35 16 / 13 15
507	Cross Pool - N.			
495	Cross Stone N. 12	286 10 0	120	64 8
494	Cullingworth N.	152 0 0		
494	Cullingworth W. 6	722 0 0	120	67 17
491	Dallowgill - N. 5	- - -	26	24 7
539	Dalton-in-Kirby-Ravensworth - N.	*37 0 0		
	" " - "	45 0 0		
528	Dalton-in-Topcliffe - N.			
523	Dalton, North N. 1	- - -	51	27 16
532	Danby - - N. 5	- - -	101	60 9
505	Darfield - N.	116 19 11		
490	Darley - - B. 3	- - -	40	22 18
508	Darnall - N. 11	*144 0 0		*b*
504A	Darrington - N. 5	234 0 0	60	30 10
487	Dent - - N. 3	210 13 4	74 / 54	44 19 / 25 3
506	Deepcar - N. 11	226 0 0	*d*25 / 71	8 15 / 40 18
506	Denby - - N. 11	261 5 0	108 / 30	53 2 / 11 0
499	Denholme Gate - - N. 5	288 0 0	134	116 10
502	Dewsbury - N. 4	919 0 0	369 / 20	188 17 / 6 10
502	Dewsbury Moor - - N. 4	- - -	80 / 9	42 2 / 3 15
502	Dewsbury Moor, Sunday -	*110 0 0		
502	Dewsbury - R. 10	- - -	123 / 105	65 4 / 55 15
502	Dewsbury, West Town N. 4	670 18 6	162 / 14	53 10 / 5 15
491	Dishforth - N 5	- - -	44	24 15
496	Doncross - Ch. 7	- - -	86 / 17	28 14 / 3 9
505	Dodworth, Girls and Infants N. 12	253 9 4	132	37 8
505	Dodworth, Town, Boys N. 12	- - -	113	41 15
510	Doncaster - N. 5	270 0 0	286	124 15
510	Doncaster - B. 4	*300 0 0	322	168 15
	" - "	194 10 0	—	*e*30 0
510	Doncaster, Ch. Ch. - N. 5	500 10 0	374	199 15
510	Doncaster (Gt. Northern Railway Company's) N. 5	- - -	465	236 15

a School discontinued.
b Due, but not paid.
c Evening school grant for 1867.
d For two years.
e Retiring pension.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
YORKSHIRE—*cont.*	£ s. d.		£ s. d.
Doncaster - R. *a*			
Draughton - N. 3	100 0 0	25	11 13 8
Driffield - N. 4	672 15 0	279	155 18 6
Dringhouses, St.Edward's N. 3	- - -	47	14 6 2
Drypool - Ch. 10	692 10 5	429	207 1 6
Duggleby - N. 4	- - -	44	21 19 1
Dunnington N. 3	- - -	76	50 12 9
Dunsforth - N.	209 0 0		
Earl's Heaton N. 2	314 15 0	94	49 6 8
Easington (near Hull) N. 11	281 2 0	*b* 41 37	17 5 0 14 3 8
Easington (near Redcar) N. 6	*28 0 0	61	30 17 10
Easingwold N. 2	94 10 0	76	28 11 0
Easingwold - W. 2	- - -	53	32 5 11
Eastbrook - W. 4	- - -	334	173 16 2
Eastoft - N.	82 10 0		
Eastrington N.	98 10 0		
Eastwood, St. Mary's - N. 10	432 0 0	110	82 10 0
Ecclesall - N. 7	*100 0 0	105	45 15 2
" "	254 0 0		
Ecclesall, Greystones N. *c*			
Ecclesall, Parsonage, Girls - Ch.			
Ecclesfield, Feoffees - 1	- - -	89	39 2 10
Ecclesfield, High Green B. 10	438 0 0	259	125 13 4
Ecclesfield, Parson Cross N. 8	147 18 9	87	33 19 2
Ecclesfield, Rawson's, Infants.			
Ecclesfield, Shire Green, (Pismire Hill) N. 1	205 8 0	59	28 3 0
Eccleshill - N. 2	196 4 5	107	52 1 0
Eccup - N.	76 0 0		
Elland - N. 12	543 19 8	257 94	181 18 8 24 1 8
Elland Edge N. 12	- - -		*d*
Elmsall, South W. 6	323 10 0	62	37 1 0
Elsecar - N. 7	222 0 0	193 24	90 15 8 7 18 4
Embsay - N. 4	183 0 0	88	40 1 10
Escrick - N. 3	- - -	105	75 18 5
Eston Junction - - 9	- - -	75	55 14 4
Etton - - N. 2	292 0 0	45	28 7 5
Etton, Inft. N.	91 0 0		
Fangfoss - N. 1	103 10 0	26	11 13 2
Farndale - - Ch.			
Farnley - N.	336 0 0		
Farnley Iron Works - N. 6	- - -	298 89	171 10 10 30 9 2
Farnley Tyas N. 7	- - -	66	41 6 8
Farsley, St. John's - N. 4	502 17 0	118	41 8 0

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
499	Farsley, Wesleyan, Free Ch. 3	- - -	96	39 6 2
525	Filey - - N. 6	- - -	74 30	33 4 0 10 6 8
525	Filey - - W. 5	663 0 0	157	92 16 8
524	Flamborough N. 5	100 0 0	88	33 15 9
503	Flockton - N. 7	300 0 0	81	30 16 3
503	Flockton (Manor House) B. *e*			
526	Foston - - N. 5	25 0 0	44	20 15 4
523	Foxholes - P. 4	- - -	49 12	23 18 10 4 5 0
538	Fremington, Endowed - Ch. 3	- - -	62	21 10 0
516	Friday Thorpe N.	26 0 0		
523	Frodingham, North - N. 4	137 5 0	96	59 18 5
515	Fulford, Mixed 6	35 0 0	88	61 11 8
507	Fulwood - N.	45 0 0		
531	Fylingdales - N. 6	150 0 0	68 13	28 6 10 2 9 2
504A	Garforth - N. 10	- - -	92	43 8 0
504A	Garforth - W. 3	- - -	86	52 5 8
489	Gargrave - N. 3	260 19 8	172	87 0 4
489	Gargrave - R. 9	- - -		*d*
487	Garsdale - N.	54 0 0		
512	Garthorpe - N. *a*			
523	Garton-on-the-Wolds Ch. 4	- - -	92	82 14 4
505	Gawber - Ch. 12	390 0 0		*d*
502	Gawthorpe - N.	171 16 8		
488	Giggleswick N. 2	125 0 0	88	38 18 0
500	Gildersome - N.	*73 0 0		
	" "	33 0 0		
500	Gildersome - B. 1	- - -	50	8 9 9
529	Gilling - N. 3	208 0 0	89	54 4 1
499	Girlington, St. Philip's N. 2	- - -	103	42 2 6
508	Gleadless - Ch. 12	- - -		*d*
497	Golcar - N. 7	- - -	262 48	151 8 3 17 18 4
492B	Goldsbrough N. 3	- - -	28	16 5 9
502	Gomersall, Little - N. 1	170 0 0	120	63 5 6
512	Goole - - Ch. 4	- - -	37	3 15 0
512	Goole, St. John's - N. 4	371 5 0	193	78 2 8
512	Goole - - W. 11	- - -	125	56 16 10
489	Grassington N. 4	183 11 6	53	17 12 2
509	Greasborough Ch. 7	- - -	163	83 16 2
493A	Greenholme Mills - - B. 3	- - -	69 30	60 16 1 13 8 11
490	‡Greenhow and Bridge House Gate N.			
498	Greetland - W. 9	- - -	165	103 13 2
491	Grewelthorpe N.	*36 0 0		
508	Grimesthorpe N. 10	- - -	50	20 0 6
522	Grimstone - Ch. 11	215 0 0	30	16 4 8
514	Grimstone (Lady Londesborough's) N. *f*			
479	Grindleton - N. 3	*30 0 0	54	23 13 2

a School closed. *b* For two years. *c* Merged into Ecclesall N.S. *d* Due, but not paid.
e School not existing. *f* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
531	Grosmont - N. 6	184 10 0	69	31 8 10
			9	3 0 10
532	Guisborough (Providence) Ch. 2	261 0 0	269	39 14 4
493B	Guiseley - N. *a*	*160 0 0		
493B	Guiseley - W. 7	- - -	124	46 2 8
538	Gunnerside - W. 4	- - -	69	35 6 0
			21	8 10 10
494	Hainsworth - B.	*40 0 0		
498	Halifax (Copley Factory) Ch. 11	- - *b*	231	155 7 0
			32	9 15 0
			249	148 19 4
			26	9 0 0
498	Halifax, Great Albion St. B. 9	350 0 0	328	163 15 0
498	Halifax, Haley Hill Shed N. 11	- - -	*c*	*d*3 15 0
498	Halifax (Orange St.) W. 9	816 0 0	244	121 0 2
498	Halifax (Queen's Head or Queensbury) N. 11	700 0 0	501	225 10 8
			38	15 16 8
498	Halifax, St. James', Cross Hills - - N. 10	432 0 0	135	89 15 10
			45	20 12 6
498	Halifax, St. James', Victoria St. - N. 10	*300 0 0	235	95 10 1
			20	5 10 0
498	Halifax, St. Mary's - R. 10	- - -	76	27 14 10
			23	18 5 10
498	Halifax, South-east Parish N. 11	513 0 0	505	225 14 0
498	Halifax, Holy Trinity N. 11	- - -	233	97 15 4
507	Hallam, Upper B.	*30 0 0		
492B	Hampsthwaite N. 10	307 0 0	81	25 3 2
508	Handsworth Woodhouse N. 12	- - -	*c*	*e*9 3 4
508	Handsworth Woodhouse W. 10	- - -	131	41 15 6
			19	6 19 2
502	Hanging Heaton - - N. 4	204 0 0	77	34 13 0
493A	Harewood - N. 10	- - -	119	71 17 8
534	Harlsey, East Ch. 11	- - -	28	27 8 1
529	Harome - Ch. 7	- - -	48	35 8 6
523	Harpham, Lowthorpe, and Ruston Parva - Ch. 4	- - -	40	25 0 6
492B	Harrogate, High - - N. 12	*100 0 0	124	71 17 6
	" " "	202 0 0		
492B	Harrogate, Low, St. Mary's - N.	*50 0 0		
492B	Harrogate - W. 7	- - -	41	14 14 8
436	Harthill, Endowed - Ch. 10	- - -	58	26 18 0
537	Hawes - N.	151 0 0		
529	Hawnby - Ch.			

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
494	Haworth - N. 4	199 13 4	145	85 7
			44	17 3
494	Haworth - B. *f*	*125 0 0		
494	Haworth - W. 5	250 0 0	151	84 8
514	Hazlewood - R. 11	- - -	35	16 16
500	Headingley Glebe, Girls N.	45 0 0		
500	Headingley Town - N. 6	233 0 0	123	48 9
503	Heath - P. 2	- - -	58	16 2
519	Hedon - N.	*90 0 0		
507	Heeley - N. 7	- - -	100	42 19
497	Helme - Ch. 8	- - -	56	32 8
			12	4 15
529	‡Helmsley - N.			
529	Helmsley, Lord Faversham's - N. 7	- - -	37	30 1
529	Helmsley - W. 6	- - -	50	21 4
515	Heslington - N. 3	- - -	58	14 11
492A	Hessay - N.	45 0 0		
519	Hessle - N. 2	283 0 0	50	22 9
531	Hinderwell - N.			
497	Holme Bridge N. 5	384 13 4	114	48 3
499	Holme (Lane End) - - B.	*60 0 0		
517	‡Holme - - R.			
517	Holme - - W. 3	- - -	49	26 19
517	Holme on Spalding Moor N. 1	- - -	85	44 18
497	Holmfirth - N.			
497	Holmfirth - W. 4	- - -	149	67 19
497	Holmfirth, Hinchcliffe Mill - - W. 4	- - -	87	55 3
497	Honley - N. 6	513 0 0	286	152 19
			23	6 7
502	Hopton, Upper - - Ch. 10	215 5 0	58	28 18
503	Horbury - N. 2	- - -	223	93 16
			31	11 2
503	Horbury Bridge - Ch. 2	- - -	71	26 8
522	Hornsea - N. 12	200 0 0	93	50 15
493B	Horsforth - N. 6	433 12 6	125	45 8
493B	Horsforth Town, Infant.			
499	Horton, Great N. 2	1,294 0 0	272	149 6
			86	27 5
499	Horton, Great, High Street W. 4	1,250 0 0	273	170 18
499	Horton, Little (Bradford) - B. 7	- - -	61	24 17
504B	Houghton, Great - Ch. 3	97 17 6	65	45 12
526	Hovingham Ch. 5	- - -	61	24 8
517	Howden - W. 11	250 12 0	*b* 119	68 9
			145	84 8
505	Hoyland - N. 12	- -		
506	‡Hoyland, High			
506	Hoylandswaine N. 8	135 0 0	72	36 6
505	Hoyle Mill, Infants and N. 11	193 0 0		*c*
497	Huddersfield B.	*250 0 0		

a School temporarily closed. *b* For two years. *c* Due, but not paid. *d* Paid under Article 90 (1
e Addition to grant for 1867. *f* School extinct.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
7	Huddersfield, Buxton Road W. *a*			
7	Huddersfield, Longroyd Bridge - N. 6	- - -	312 22	150 13 10 2 15 0
7	Huddersfield, Northgate, Infants - N.	*170 0 0		
7	Huddersfield, St. John's, Hillhouse - N. 6	560 4 0	300	140 12 0
7	Huddersfield, St. Patrick's R. 10	- - -	200 96	96 19 7 43 10 0
7	Huddersfield, St. Paul's - N. 6	711 0 0	509	267 17 2
7	Huddersfield, St. Peter's (Seed Hill) N. 6	206 0 0	420 59	198 7 4 11 15 10
7	Huddersfield, Holy Trinity N. 6	82 10 0	211 17	110 11 0 7 10 10
9	Hull, Albion Congregational 11	- - -	192	99 19 10
0	Hull, Canning Street - R. *a*			
0	Hull, Edward Street (Dock Green Head) B. *a*	*305 0 0		
9	Hull (Holderness Ward) B. 11	*200 0 0	304	119 19 4
	Hull, Nautical 9	- - -	83	55 0 0
	Hull - - U.			
	Hull, Port of, Society's Sailor's Orphan.			
	Hull, Ragged Industrial -	1,277 0 0		
	Hull, St. Charles' (Pryme St.) Boys and Infants - R. 10	1,085 0 0	260	110 8 10
	Hull, St. James' - N. 9	908 10 0	271	120 14 8
	Hull, St. John's - N. 9	529 0 0	358 21	174 6 2 5 2 6
	Hull, St. Joseph's, Anlaby Road R. 10	- - -	195	109 3 2
	Hull, St. Mark's - N. 9	1,097 0 0	340 58	151 3 2 22 4 1
	Hull, St. Mary's, Infants N.	*187 0 0		
	Hull, St. Mary's, Wilton Street - R. 10	925 4 0	84 76	46 7 2 27 16 8
	Hull, St. Stephen's, Collier Street, Boys - - N. 9	396 10 0	161	83 13 0
	Hull, St. Stephen's, Spring Street, Girls - - N. 9	541 0 0	161	91 0 6
	Hull, St. Stephen's, Infs. N. 9	- - -	177	91 9 1
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
520	Hull, Salthouse Lane N. 9	470 0 0	387 15	181 1 8 5 2 6
520	Hull, Savings Bank - - B.			
519	Hull, Scott Street - W. 11	- - -	73	23 9 2
519	Hull, Sculcoates, Ch. Ch. - - N. 9	474 0 0	308	162 12 4
519	Hull, Sculcoates, St. Mary's - N. 10	250 0 0	132	53 6 4
519	Hull, Sculcoates, St. Paul's, Boys N. 10	573 0 0	129 34	56 6 6 7 1 8
519	Hull, Sculcoates, St. Paul's, Girls Ch. 10	*100 0 0	166	78 17 2
	" " "	16 0 0		
520	Hull (South Myton) - W. 11	759 4 0	437	218 3 6
520	Hull, Holy Trinity (Vicar Lane) - N. 9	940 0 0	271	107 11 10
520	Hull, Trinity Trippett, Industrial Ch. 9	605 0 0	203 32	95 12 6 7 3 4
524	Hunmanby - P. 4	- - -	142	73 7 11
492D	Hunsingore - N. 3	- - -	63	50 8 0
515	Huntington - P.			
536	‡Hunton - Ch.			
527	Husthwaite - N. 5	*40 0 0	59	36 17 0
	" - "	53 14 5		
523	Hutton Cranswick - - N. 4	108 10 0	130	88 15 10
533	Hutton-in-Rudby - N. *b*	*80 0 0		
532	Hutton, Low Cross - - B. 11	640 0 0	39	19 18 0
526	Hutton's Ambo - N. 5	115 0 0	31	21 3 0
499	Idle - - N. 1	300 0 0	154 32	61 4 4 5 0 0
499	Idle - - W. 1	- - -	160	84 18 4
533	Ingleby Arncliffe - - Ch. 4	- - -	39	27 5 6
488	Ingleton - N. 3	217 16 3	120 11	79 6 0 3 9 2
494	Ingrow - N. 10	311 2 0		*c*
505	Jump, Mixed Ch. 7	- - -	103	55 10 6
494	Keighley - B. *a*	*81 0 0		
494	Keighley - N. 10	*650 0 0	504	304 3 2
494	Keighley, St. Ann's - - R. 9	225 0 0	*c*	*d*20 0 6
494	Keighley - W. 5	- - -	302	167 1 0
494	Keighley (Wesley Place) - W. 5	316 0 0	179 51	91 2 3 10 10 10
489	Kelbrook - N.	50 0 0		
506	Kexbrough, Infant - 8	- - -	28	6 6 6
515	Kexby - - N. 3	- - -	40	33 17 5
521	Keyingham - N.	*35 0 0		
528	Kilburn - N. 3	12 10 0	36	23 19 10
528	Kilburn - W. 6	- - -	46	*e*
489	Kildwick - N. 4	- - -	60	38 18 10

a School closed.
b Removed from inspection.
c Due, but not paid.
d Addition to grant for 1867.
e Refused under Article 51 *a*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
523	Kilham - N.	150 0 0		
492B	Killinghall - N.			
509	Kilnhurst - N. 2	*50 0 0	77	22 14 4
509	Kimberworth - N. 9	751 0 0	216	97 6 6
498	Kingcross, St. Paul's - N. 10	596 0 0	297	239 10 2
529	Kirby Moorside - - N. 7	- - -	101	48 0 6
492A	Kirby-on-the-Moor - Ch. 3	177 10 0	50	23 14 4
516	Kirby under Dale - - N. 5	- - -	26	19 10 0
523	Kirkburn - N. 4	305 4 0	39	33 8 5
497	Kirkburton, Boys - N. 5	29 0 0	102	33 1 8
			23	6 17 6
497	Kirkburton, Girls - N. 5	107 10 0	77	51 16 5
497	Kirkburton - W. 9	- - -	70	36 18 2
			17	4 4 2
535	Kirkby Fleetham - - N.			
	Kirkby Malzeard - - N. 5	190 0 0	70	45 16 3
530	Kirkby Misperton - N.	*50 0 0		
	" "	112 0 0		
539	Kirkby Ravensworth - N.	40 0 0		
519	Kirk Ella - N. 2	335 8 0	90	35 5 0
497	Kirkheaton - N. 7	453 0 0	187	106 18 0
535	Kirklington P. 10	- - -	40	24 19 6
504B	Kirksmeaton N. 3	75 0 0	46	17 11 4
500	Kirkstall, Infants - - N. 5	- - -	93	41 12 6
500	Kirkstall, St. Stephen's - N. 5	490 0 0	326	139 4 10
487	Kirkthwaite Ch. 5	- - -	37	16 0 10
492B	Knaresborough - N. 12	*135 0 0	269	145 19 0
	" "	57 10 0	17	6 5 10
492B	Knaresborough, St. Mary's - R.			
528	Knayton - N. 11	- - -	36	17 15 6
504A	Knottingley N. 1	404 0 0		
504A	Knottingley W. 7	- - -	78	34 2 6
533	Langbaurgh, West - - P. 4	116 7 6	150	98 18 10
			12	4 5 0
488	Langcliffe - N. 3	- - -	83	45 9 10
523	Langtoft - N.	53 0 0		
534	Langton-on-Swale, Village.			
509	Laughton-en-le-Morthen, Endowed - N.	78 16 6		
517	Laxton - Ch. 2	- - -	55	37 6 4
493B	Leathley - N. 4	- - -	26	17 15 6
526	Leavening - N. 5	- - -	49	24 11 6
518	Leconfield - Ch. 2	130 0 0	42	22 10 2
501	Leeds, All Saints' - N. 9	490 0 0	172	90 11 8
			12	3 6 8
501	Leeds (Basinghall Street) B. 3	- - -	181	81 16 2
501	Leeds (Carver St.), St. Mary's, Infants - - N. *a*	101 0 0		
501	Leeds, Ch. Ch. - - N. 9	370 0 0	250	106 3 4
501	Leeds (Darley St.) - - W. 3	732 0 0	403	205 1 6
			51	18 4 2
501	Leeds (Edgar Street) - B.	510 0 0		
500	Leeds, Holbeck, St. Matthew's N. 11	*250 0 0	159	59 0 11
	" " "	404 6 0		
500	Leeds, Holbeck - - W. 3	892 0 0	247	142 4 3
			53	21 9 5
500	Leeds, Hunslet - - N. 6	662 16 9	290	135 3 6
500	Leeds, Hunslet, St. Joseph's R. 10	- - -	122	67 14 3
			40	15 10 0
500	Leeds, Hunslet, St. Jude's, Pottery Fields - N. 6	950 0 0	222	115 13 3
			22	8 10 0
500	Leeds, Little Holbeck (Marshall's Factory) - - N. 6	- - -	967	581 15 1
			46	15 1 1
501	Leeds (Little London), St. Matthew's N. 5	*75 0 0		
	" " "	666 15 8	304	140 1 0
501	Leeds, Mill Street - B.			
500	Leeds (Pottery Fields) - W. 1	916 0 0	224	101 14 0
501	Leeds, Quarry Hill, St. Mary's - N. 5	*120 0 0	292	129 6 0
	" " "	228 14 0	20	5 13 0
501	Leeds, Richmond Hill - W. 1	- - -	200	83 10 0
501	Leeds, St. Andrew's - N. 9	611 0 0	346	156 4 0
501	Leeds, St. Andrew's (North Hall) N. 9	1,030 0 0	329	144 19 0
501	Leeds, St. Anne's - R. 10	- - -	411	203 0 11
			103	37 7 0
501	Leeds, St. George's - N. 5	1,251 12 0	538	250 2 0
			29	6 10 1
501	Leeds, St. James' - N. 5	500 0 0	196	78 5 0
501	Leeds, St. John the Baptist - N. 5	561 6 8	222	101 18 0
501	Leeds, St. Luke's - Ch. 5	650 0 0	259	126 15 0
			20	7 15 0
501	Leeds, St. Luke's (Sheepscar) - - N. *b*	50 0 0		
501	Leeds, St. Marie's - R. 10	402 0 0	379	118 11 0
			147	42 14 0
501	Leeds, St. Patrick's - R. 10	- - -	261	136 6 0
			61	30 10 1
501	Leeds, St. Paul's - N. 9	434 5 0	185	74 14 0
501	Leeds, St. Peter's - N. 5	2,750 0 0	587	297 3 0
			59	28 5 1

a Now forms part of Quarry Hill, St. Mary's.
b Removed from inspection. Superseded by St. Luke's Ch. S.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
YORKSHIRE—*cont.*	£ s. d.		£ s. d.
Leeds, St. Peter's Sq. - N. 10	- - -	147	64 8 2
Leeds, St. Philip's - N. 4	518 6 8	197	129 1 2
Leeds, St. Saviour's - N. 6	*408 0 0	270	131 11 6
Leeds, St. Thomas' (Leyland's) - N. 6	505 0 0	133	62 6 9
Leeds (School Street) - W. *a*			
Leeds, Woodhouse, St. Mark's - N. 5	560 4 0	382	200 17 4
Leeming - N. 3	81 0 0	63	34 12 10
Lees - - W. 5	480 0 0	117	67 5 4
Lepton - N. 6	463 0 0	144	82 1 6
		79	30 15 10
Leven (Girls) Ch. 2	- - -	40	25 9 10
Leven - - B. 11	- - -	58	31 6 0
		24	6 16 8
Leyburn Thornborough Charity - 3	- - -	53	27 13 4
Lidgett Green B. 4	*100 0 0	217	132 2 6
" " "	12 16 7		
Lidgett Green, Sunday - *b*	*101 0 0		
Lindley - N. 5	480 15 0	271	143 7 10
		52	20 13 4
Lingards - N. 5	84 19 6	88	64 12 6
		16	7 4 1
Linthwaite - N. 5	- - -	107	56 0 10
		30	10 16 8
‡Linton-on-Ouse. - N.			
Liversedge, High Town N. 2	142 0 0	122	61 19 6
Lockington - N. 2	81 0 0	38	*c*
Lockwood - N. 7	*69 0 0	183	97 17 11
" - "	679 16 4		
Lofthouse, Ch. Ch., near Wakefield - N. 1	200 0 0	127	61 12 8
‡Lofthouse - W.			
Lofthouse, Infant - B. 11	- - -	56	24 8 6
Lofthouse (Zetland) - 11	- - -	*d* 120	42 1 10
		84	38 8 0
Londesborough Ch. 1	- - -	38	23 16 4
Longwood, Infants - N. 7	150 0 0	80	9 6 5
Lothersdale N.	40 0 0		
Lound - - N. 10	276 0 0	164	64 2 8
Low Moor - W. 6	- - -	204	95 2 2
Luddenden - N. 10	- - -	119	63 13 6
Lund - - N. 11	- - -	44	16 18 0
Lythe - - N. 6	- - -	84	48 4 4
		63	38 11 0
Maltby - N. 2	29 0 0	8	1 0 0
Malton, New N. 1	400 0 0	160	55 0 3
Malton, New, Boys - - B. 3	- - -	107	41 17 10
Malton, New, Infants - B.	*150 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
526	Malton, Old N. 1	- - -	91	35 7 3
540	Manfield - Ch.	275 0 0		
499	Manningham (St. Paul's) - N. 1	1,046 0 0	310	146 13 4
			53	14 12 6
514	Manston Colliery and District - Ch. 6	169 10 0	86	34 1 2
505	Mapplewell - B. 10	- - -	91	45 3 10
516	Market Weighton - - N. 1	184 0 0	111	58 4 6
497	Marsden - N. 8	805 0 0	188	89 8 0
			15	5 19 2
532	Marske - N. *e*			
532	Marske, Zetland 11	- - -	161	71 1 4
514	Marston, Long - - N. 1	- - -	68	37 9 4
492A	Marston-cum-Grafton - Ch.	227 2 2		
533	Marton-in-Cleveland, Capt. Cook's Memorial - 5	- - -	73	43 6 8
509	Masborough, Infants - N. 9	- - -	279	113 15 6
535	Masham (Charity) - N. 10	128 7 2	75	24 17 7
500	Meanwood - N. 9	- - -	148	*f*
500	‡Meanwood - W. *g*			
538	Melbecks - N. 3	341 0 0	55	20 12 2
			5	1 15 10
539	Melsonby - W. 4	280 0 0	77	47 19 6
497	Meltham - N. 8	*52 0 0	224	85 18 1
	" - "	110 0 0	31	11 5 10
497	Meltham - B. 7	- - -	119	55 11 8
			32	14 10 0
497	Meltham Mills - N. 8	315 0 0	177	113 18 2
			49	16 7 6
493A	Menston, St. John the Divine - N.			
504A	Methley, Boys N.			
504A	Methley, Girls N. 4	316 4 0	88	45 8 2
510	Mexborough N. 4	125 0 0	142	76 15 6
536	Middleham, Boys - Ch. 12			*h*
541A	Middlesborough-on-Tees - B. 11	*150 0 0		*h*
		498 13 4		
	" " "			
541A	Middlesborough-on-Tees, Girls and Infants B. 11	- - -	183	75 16 8
541A	Middlesborough, St. John the Evangelist's N. 9	1,270 2 6	490	211 14 0
541A	Middlesborough, St. John's, Barracks.			
541A	Middlesborough St. John's, Lower East St. - - N. *b*			
541A	Middlesborough, St. Paul's - N. 9	256 10 0	117	28 16 9
532	Middlesborough-on-Tees, South Bank - - N. 9	- - -	78	42 8 11

Removed from inspection. *a* A private school. *b* School closed. *c* No grant claimed. *d* For two years.
Removed from inspection. *f* Refused under Article 52*d*. *g* School not existing. *h* Due, but not paid.

No. of Dist., or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
541A	Middlesborough - W. 11	- - -	188	88 11 10
500	Middleton (Leeds) - Ch. 12	- - -	62 10	25 10 7 3 1 8
539	Middleton Tyas - - Ch. 3	- - -	70	35 14 5
504A	Milford, South P. 4	- - -	54	27 13 4
502	Millbridge - N. 2	344 5 0	261	121 12 2
516	Millington - N.	179 8 0		
497	Milnsbridge N. 6	*100 0 0	148	73 14 11
	" - "	692 0 0	18	8 11 8
492A	Minskip - Ch.	100 0 0		
502	Mirfield - P.			
502	Mirfield - W. 4	- - -	194	91 17 0
504A	Monk Fryston - - N. 4	486 0 0	98	43 16 6
499	Moor Bottom N. 10	150 5 0	*a*	
502	Morley - N. 1	- - -	108 19	63 2 3 5 7 6
502	Morley, Town End - - N. 1	*75 0 0	61 17	34 13 1 5 2 6
502	Morley - W. 9	- - -	366	186 18 0
494	Morton, East N. 7	131 18 5	90 13	44 15 10 2 14 2
494	Morton, Riddlesden - - N. 4	120 0 0	64 19	37 19 4 5 7 6
498	Mount Pellon, Ch. Ch. - N. 11	1,005 0 0	*a*	
525	Muston - Ch.	199 0 0		
498	Mytholmroyd, (Halifax), St. John's - N. 7	- - -	68	60 19 5
523	Nafferton - N. 4	243 4 5	56	19 11 1
523	Nafferton - W. 5	232 11 6	64	26 4 10
508	Neepsend - N. 7	745 4 0	303	134 2 8
523	Neswick, Girls N. *b*			
492A	Nether Poppleton - N. 3	60 0 0	52	29 4 6
518	Newbald - Ch. 1	- - -	76	34 4 7
517	Newby Hall (in Skelton) Ch. 5	- - -	46	15 17 7
519	Newland in Cottingham N. 11	221 10 0	72	27 8 1
497	New Mill - N. 5	*95 0 0	111	107 13 9
	" "	92 6 6	20	10 2 6
517	Newport - Ch. 2	- - -	76	30 19 0
497	Newsome - N.	*68 0 0		
479	Newton-in-Bowland - N.	81 6 8		
527	Newton-on-Ouse - - N. 4	- - -	100 18	62 14 2 6 16 8
532	Normanby (in Cleveland) N.	80 0 0		
503	Normanton N. 11	- - -	*a*	
534	Northallerton N. 1	379 13 4	185	68 6 1
510	Norton - N.	52 0 0		
516	Nunburnholme N.	86 0 0		
529	Nunnington Ch. 4	- - -	34	15 0 0
499	Oakenshaw Ch.	- - -	83	34 14 0
494	Oakworth - N. 4	200 0 0	112	54 1 10
494	Oakworth, Infant - - W. 6	- - -	65	32 16 4
494	Oakworth, Sykes' Head W. 6	257 0 0	84	63 0 0

a Due, but not paid. *b* School closed.

No. of Dist., or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s.
532	Ormesby, North, Pennyman's - - 9	- - -	177	104 7
534	Osmotherley N. 3	140 0 0	71	32 15
502	Ossett, Infants.			
502	Ossett, South N. 4	613 0 0	220	125 1
529	Oswaldkirk Ch. *c*			
493A	Otley - - N. 10	300 0 0	102	41 12
528	Otterington, South - Ch. 4	- - -	34	25 10
521	Ottringham Ch. 11	- - -	40	23 19
521	Ottringham W. 12	- - -	*a*40 *a*47	20 16 32 11
506	OughtibridgeN. 6	886 12 6	59	31 18
503	Oulton, St. John's - N. 10	- - -	164	59 3
492A	Ouseburn, Great - Ch. 3	- - -	50	33 0
492A	Ouseburn, Great, Infant - 3	- - -	34	18 17
503	Outwood, St. Mary Magdalene's - N. 2	- - -	99	27 13
503	Overton - B.	70 0 0		
506	Owlerton - N. 6	88 16 8	81	36 2
498	Owram, North B.	200 0 0		
498	Owram, South N. 11	*125 0 0	*a*	
521	Owthorne - N. 11	84 0 0	*a*57 *a*35	26 11 16 16
494	Oxenhope - N. 4	208 0 0	40 12	15 17 3 18
490	Pateley Bridge, Glass House W. 3	- - -	64	43 9
521	Patrington - N. 11	665 0 0	150 *d*162 12	84 17 97 7 4 8
506	Penistone - N.			
506	Penistone, St. John the Baptist - Ch. 5	- - -	38 33	6 2 2 1
530	Pickering, Girls - N. 6	363 0 0	151	62 11
530	Pickering - W. 5	560 0 0	104	54 4
528	Pickhill - N. 4	185 0 0	54	32 18
508	Pittsmoor - N. 7	*140 0 0		
	" "	281 5 0	389	189 6
516	Pocklington N. 1	631 0 0	152	72 2
516	Pocklington W. 3	171 2 6	68	41 2
512	Pollington - N. 4	- - -	58	25 13
504A	Pontefract - N. 6	44 2 0	212 15	72 1 3 17
504A	Pontefract, All Saints', Infants - N. 6	117 0 0	72	33 14
504A	Pontefract, St. Joseph's R. 9	- - -	*d*76 *d*63	32 4 24 19
504B	Pontefract, The Grange, St. Mary's R. *b*			
504A	Pontefract - W. 6	*250 0 0 108 0 0	262	139 5
499	Pudsey, Far Town - N. 10	200 0 0	59	28 16

c School temporarily closed. *d* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
	Pudsey, Low Town - N. 10	260 0 0	89	26 14 2
	Raggals - N. 10	- - -	91	47 1 10
	Rashcliffe - Ch. 7	- - -	122	65 2 0
	Raskelfe - P. 4	- - -	71	39 19 0
	Rastrick and Brighouse - B. 9	*150 0 0	289	144 6 0
	Rastrick, Infant - 5	- - -	97	29 8 11
	Rathmell, Endowed - N. 2	- - -	21	*a*
	Rawcliffe - W. *b*			
	Rawdon, Boys N. 7	- - -	44	11 10 0
	Rawdon, Girls N. 7	- - -	56	28 15 1
	Rawmarsh, Endowed Free Grammar - 6	250 0 0	91	*c*
	Rawmarsh, Infants - N.	*54 0 0		
	Rawmarsh, United Methodist F.C. 10	- - -	149	50 8 8
	Redcar, Earl of Zetland's B. 11	523 0 0	118	61 6 6
	Redcar, Infant, Earl of Zetland's - 11	- - -	82	35 16 6
	Redhill - W. 10	- - -	362	157 11 0
	Reeth, Low Row - W. 4	- - -	102	53 7 8
			23	11 6 8
	Reeth, The Friends - - 4	- - -	91	*a*
	Reeth - - W. *b*			
	Rehoboth, Congregational - B. 10	- - -	107	64 2 10
			31	12 4 2
	Richmond - N. 1	*50 0 0	212	70 6 2
	" "	269 15 0	—	*d*15 0 0
	Richmond, Corporation - 1	- - -	71	25 1 0
	Richmond, Infants.			
	Richmond - R.			
	Richmond - W. 4	- - -	61	27 3 10
	Rillington - N. 1	87 0 0	65	25 7 6
	Ripley, Inft. N. 11	- - -	32	13 12 6
	Ripon, Boys N. 5	238 7 6	131	79 0 10
	Ripon, Girls N. 5	- - -	152	100 16 2
	Ripon, Holy Trinity (Female Practising) N. 5	*147 0 0		
	" "	97 0 0	167	89 9 10
	Ripon, St. Wilfred's - R. 11	- - -	91	52 7 0
			*e*78	44 19 10
	Ripon - - W. 3	- - -	94	48 8 8
	Ripponden - N. 11	206 0 0	161	93 7 2
	Rise - - N. *f*			
	Robert Town N.	280 0 0		
	Robin Hood's Bay, Girls - N. 6	- - -	61	44 15 0
	Rocking - N.			
	Roecliffe - N. 3	- - -	37	26 10 4
	Roos - - N. 11	- - -	78	40 3 2
509	Rotherham - N. 9	719 8 4	464	226 3 6
509	Rotherham and Masbro' B. 10	*349 0 0	191	100 4 10
509	Rotherham - W. 10	877 0 0	229	130 19 4
500	Rothwell - N. 10	488 15 0	261	124 18 4
496	Roughtown N. 5	- - -	68	29 4 3
			30	9 1 8
534	Rounton, West N.			
505	Roystone - N. 2	150 0 0	61	19 11 11
524	Rudston - N. 4	300 0 0	60	24 18 8
489	Rylstone District - - N.	75 0 0		
496	Saddleworth P. 7	- - -	68	38 9 2
			9	4 17 6
499	Saltaire Factory 1	- - -	268	182 16 0
489	Salterforth - N. *b*	54 0 0		
498	Salterhebble, All Saints' N. 11	444 0 0	117	64 17 2
			14	4 0 0
516	Sancton - R. 11	- - -	29	13 15 8
503	Sandal Magna, Girls - - - 2	- - -	80	31 10 6
525	Scalby - - N. 6	180 6 6	63	33 0 0
497	Scammonden N. 7	74 19 0	43	25 5 0
			13	3 2 6
526	Scampston - N.			
525	Scarborough N. 6	*85 0 0	405	195 1 0
	"	1,418 0 0	21	9 5 10
525	Scarborough W. 5	753 0 0	221	93 13 10
499	Scholes - N. 10	140 17 6	130	55 10 9
497	Scissett (or High Hoyland) - - N. 8	416 0 0	82	46 3 10
535	Scruton - N. 3	220 0 0	28	12 16 10
500	Seacroft - N. 4	258 0 0	130	63 13 10
487	Sedbergh - N.	130 0 0		
487	Sedbergh - B. 5	260 10 0	90	49 11 8
513	Selby, Abbey Church - N. 4	1,009 10 9	308	135 4 8
			32	10 8 4
513	Selby Grey Coat. *g*			
513	Selby - - W. 3	- - -	159	87 17 2
528	Sessay Village - 3	- - -	57	34 9 9
488	Settle - - N. 2	- - -	152	81 3 4
526	Settrington - N. 4	- - -	82	34 0 10
500	Shadwell - N. 11	56 0 0	36	13 6 8
503	Sharlston, Mixed - - 2	- - -	61	18 11 3
491	Sharow - N. 5	264 11 6	76	46 7 6
508	Sheffield - B.	*250 0 0		
507	Sheffield, Brunswick W. 10	- - -	278	136 0 2
508	Sheffield, Central (Carver Street) - N. 7	- - -	360	154 1 8
508	Sheffield, Ebenezer - - W. 10	- - -	212	112 9 0
508	Sheffield, Ellesmere Road - W. 10	- - -	481	212 14 6
508	Sheffield, Lancasterian - 10	- - -	308	128 10 4
508	Sheffield, Moorfields - - N. 6	- - -	62	24 16 6
			36	9 0 0
508	Sheffield Park, St. John's - N. 7	346 6 8	306	133 11 2
			78	27 6 8
508	Sheffield Park W. 10	538 0 0	249	114 18 0

a Refused under Article 52 *d*. *b* School closed. *c* Not claimed. *d* Retiring pension.
e For two years. *f* Removed from inspection. *g* Merged into Selby Abbey School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
508	Sheffield, Ragged and Industrial - 10	- - -	173	60 14 2
508	Sheffield, St. George's - N. 6	1,393 0 0	481	214 16 8
507	Sheffield, St. Jude's (Eldon Street) N. 6	623 5 0	220	84 18 2
508	Sheffield, St. Luke's, Dyer's Hill - - N.	700 0 0		
508	Sheffield, St. Marie's (Surrey Street) R. 9	*350 0 0		
	" "	172 10 0		
508	Sheffield, St. Mary's (Sheaf Gardens) - R.	974 10 0	363	179 14 4
507	Sheffield, St. Mary's - N. 7	499 7 2	434	202 12 4
507	Sheffield, St. Mary's, Infants (Leadmill Road) - N. 7	459 0 0	127	61 14 4
508	Sheffield, St. Paul's - N. 6	230 0 0	243	112 10 6
508	Sheffield, St. Peter's (ParishChurch) N. 6	600 0 0	386	187 0 0
			72	28 0 0
508	Sheffield, St. Philip's - N.	260 0 0		
508	Sheffield, St. Stephen's (Nether-thorpe) - N. 6	930 0 0	287	139 8 8
508	Sheffield, St. Vincent de Paul's - R. 9	842 15 0	496	247 12 8
			145	43 19 2
508	Sheffield, St. William's - R. 9	- - -	150	81 18 8
508	Sheffield, Surrey Street, United Methodist - F.C. 10	- - -	72	40 11 6
			110	36 15 0
498	Shelf - - Ch. 2	318 12 6	185	94 19 0
			30	8 15 0
498	Shelf - - B.	*80 0 0		
497	Shepley, St. Paul's - N. 7	166 1 0	108	50 11 10
			31	10 5 10
514	Sherburn, Endowed - N.			
526	Sheriff Hutton N.	- - -	78	35 18 2
526	Sheriff Hutton W. 2	20 10 0	44	15 18 7
498	Shibden - Ch.			
499	Shipley - B. *a*	*60 0 0		
499	Shipley, St. Paul's - N. 2	765 0 0	250	132 7 6
			43	13 7 6
			81	29 2 4
492A	Shipton - Ch. 4	- - -	21	7 7 8
492C	Sicklinghall - 12	- - -	26	14 12 6
522	Sigglesthorne N. 2	14 0 0	55	31 10 3
506	Silkstone - Ch. 8	- - -	112	56 14 8
506	Silkstone, Girls and Infants N. 8	237 0 0	80	31 3 7

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
489	Silsden - N. 4	*50 0 0	114	52 12 10
			19	6 14 2
489	Silsden - W. 6	337 0 0	102	50 8 10
			17	5 5 10
539	Skeeby in Easby - N. 3	- - -	35	22 3 7
497	Skelmanthorpe W. 4	- - -	57	34 0 6
			51	10 17 6
532	Skelton (Redcar) - - N. 5	- - -	117	52 12 6
515	Skelton, York N. 3	- - -	49	25 14 6
532	Skelton - W. 11	- - -	69	27 5 5
524	Skipsea and Ulrome - N. 4	75 0 0	41	28 16 4
524	‡Skipsea - W.			
489	Skipton - N. 4	- - -	134	73 0 4
489	Skipton - B. 6	415 0 0	134	82 1 6
489	Skipton, Ch. Ch. - - N. 4	88 15 0	68	24 1 4
489	Skipton, St. Stephen's - R. 9	- - -	115	55 0 7
489	Skipton - W. 6	- - -	110	70 18 0
522	Skirlaugh - N. 2	254 11 1	50	32 16 0
497	Slaithwaite, Lower - N. 5	348 0 0	197	142 12 5
497	Slaithwaite, Old, Free - 5	197 0 0	59	19 14 2
497	Slaithwaite, Upper - N.	200 12 0		
497	Slaithwaite, West - - N.	360 0 0		
523	Sledmere - N.			
531	Sleights, Eskdaleside, and Ugglebarnby N.	*55 0 0		
	" "	37 0 0		
526	Slingsby - Ch. 5	- - -	63	39 3 2
526	Slingsby, Girls Ch. 5	- - -	8	3 5 0
			47	22 4 4
525	Snainton - N. 6	- - -	57	11 14 0
512	Snaith - W. 11	334 0 0	111	66 8 8
498	Sowerby Bridge N. 7	*245 0 0	228	122 8 0
			16	9 1 8
	" "	40 0 0	c 266	108 16 8
			21	7 7 6
498	Sowerby Bridge W. 9	- - -	172	104 16 10
498	Sowerby (Chapelry) District N. 7	718 0 0	219	189 16 4
			66	21 13 4
528	Sowerby, near Thirsk N.	10 0 0		
498	Sowerby, St. George's - N. 7	291 6 8	226	180 9 8
498	Sowerby, St. Mary's - N. 7	- - -	144	140 15 7
528	Sowerby, St. Oswald's - N. 1	- - -	38	16 6 8
498	Sowerby, Triangle - N. 7	409 0 0	100	33 0 0
517	‡Spaldington Village - Ch. *b*			
536	Spennithorne Ch. 12	- - -	54	38 13 0
			48	34 4 0
492C	Spofforth - N. 3	174 15 0	71	51 5 7

a School closed. *b* School not existing. *c* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
5	Stainborough, Hood Green N.			
1	Staithes - N. *a*	100 0 0		
4	Stanbury-in-Haworth - N. *b*	87 0 0		
3	Stanley, St. Peter's - N. 2	257 0 0	95	38 17 9
0	Stanningley, St. Thomas' N.	266 0 0		
3	Stannington N. 10	52 10 0	80	44 15 10
3	Stannington, Hollow Meadow	212 0 0		
3	Startforth - Ch. 3	4 12 6	58	24 12 7
2A	Staveley - N. 3	70 10 0	36	5 1 6
5	Stillingfleet N. 3	- - -	45	34 9 8
7	Stillington - N. 4	- - -	75	37 9 2
7	Stillington - W. 2	- - -	54	29 0 10
5	Strensall N.			
0	Summer Bridge W. 3	- - -	55	31 16 3
1	Sunk Island P. 11	130 0 0	*c* 30	10 15 6
			27	10 18 2
9	Sutton - - B. *d*			
0	Sutton (Hull) W. 12	- - -	*c* 61	15 13 3
			65	30 18 0
3	Sutton-on-Derwent - N. 4	40 0 0	42	17 12 5
4	Sutton-in-Kildwick - N. 4	418 0 0	170	110 13 10
0	Sutton, St. James' (Hull) Ch. 11	325 0 0	*c* 87	47 7 2
			82	55 10 10
2	Swine - Ch. 2	147 15 0		
2	Swinefleet - N.	90 0 0		
2	Swinefleet - W. *d*			
0	Swinton - N. 4	466 10 8	179	80 19 8
4	Tadcaster (Boys) N. 1	- - -	68	23 3 7
4	Tadcaster - R. 11	- - -	44	25 2 10
1	Tanfield, West N. 5	- - -	41	31 13 0
3	Tankersley - N. 2	- - -	96	36 16 8
0	TempleNewsam - - N. 4	125 0 0	119	53 9 10
3	Thirkleby - Ch. 4	- - -	43	28 19 0
3	Thirsk - - B. 3	*125 0 0	112	73 1 9
	,, ,,	130 0 0		
3	Thirsk, St. Mary Magdelene's - N. 1	225 15 0	66	32 8 1
5	Thorganby and West Cottingwith Ch. 3	- - -	42	21 1 11
			6	1 13 1
A	Thornaby - N. 10	319 19 0	246	117 7 10
			52	13 18 4
4	Thorner - N. 3	- - -	47	10 17 0
4	Thorner - W. 2	- - -	55	34 4 10
3	Thornes, Mr. Gaskell's - *b*			
3	Thornes Lane N. 11	228 0 0	192	109 3 2
			36	10 0 0
2	Thornhill Lees N. 4	615 0 0	*e*	
9	Thornton - N.	35 0 0		
0	Thornton-Dale N. 6	- - -	59	37 9 2
488	Thornton-in-Lonsdale - N. 3	- - -	29	15 10 4
528	Thornton-le-Moor - - Ch. 4	90 0 0	29	15 6 6
509	Thorpe Hesley N. 10	*147 0 0	89	34 1 0
509	Thorpe Hesley W. 10	- - -	99	54 8 8
436	‡Thorpe Salvin N.			
506	Thurgoland N. 5	160 0 0	88	43 9 10
524	Thwing - N. 4	- - -	39	20 19 7
			6	2 0 0
506	Thurlstone - Ch. 5	- - -	135	67 6 1
			73	21 11 1
497	Thurstonland, Endowed - P. 7	108 8 0	66	32 14 4
			13	4 7 9
510	Tickhill - N. 3	122 0 0	56	3 5 4
510	Tickhill, Infants - - Ch. 3	- - -	115	52 12 8
518	Tickton - N. 2	64 0 0	44	22 19 8
493B	Timble, Great B. *b*	*22 0 0		
509	Tinsley Park, Colliery - 10	- - -	107	53 13 10
492A	Tollerton - W. 2	400 8 0	124	64 10 4
528	Topcliffe - N. 12	- - -	69	34 19 0
539	Tunstall - Ch. 3	- - -	35	15 12 6
514	Ulleskelf - Ch. 1	- - -	44	19 12 8
532	Upleatham, Zetland - B. 11	- - -	41	23 6 8
506	Wadsley - N. 6	*152 0 0		
	,,	120 0 0	131	60 9 6
510	Wadworth - N. 1	83 13 4	58	36 8 0
503	Wakefield, All Saints', Boys - - N. 11	9 14 8	46	29 8 3
503	Wakefield, All Saints', Girls - - N. 11	- - -	197	103 16 8
503	Wakefield, Green Coat N. 11	- - -	120	*f*
503	Wakefield, Lancasterian 6	89 13 4	233	138 8 10
503	Wakefield, St. Andrew's N.	415 0 0		
503	Wakefield, St. Austin's - R. 10	750 0 0		*e*
503	Wakefield, St. Mary's - N. 11	375 0 0	166	105 16 5
503	Wakefield, Holy Trinity - N. 11	290 0 0	137	147 14 8
503	Wakefield - W. 6	500 0 0	269	115 14 6
503	Wakefield, West Riding Reformatory.			
507	Walkley, St. Mary's - N. 7	- - -	87	33 10 6
514	Walton - N. 4	- - -	47	45 11 4
			42	5 5 0
503	Walton (Wakefield) - N. 2	- - -	100	52 13 6
			79	30 7 6
523	Wansford, Great - N.			
503	Warmfield - B.	*50 0 0		
510	Warmsworth N. 1	- - -	53	29 16 6
516	Warter - Ch. 1	- - -	41	18 3 4

a School temporarily closed. *b* School closed. *c* For two years.
d School not existing. *e* Due, but not paid. *f* Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
529	Wass - 6	- - -	55	32 11 2
509	Wath-upon-Dearne, Infants - - N. 5	279 0 0	86	44 12 0
523	Weaverthorpe N. 4	- - -	53	23 14 8
493A	Weeton - N.			
526	Welburn - N. 5	- - -	60	34 6 3
534	Welbury - Ch. *a*			
526	‡Welham Bridge - Ch. *b*			
497	Wellhouse (Golcar) - N. 7	- - -	74	43 7 0
519	Welton - N. 2	- - -	112	74 18 4
			9	3 17 6
509	Wentworth - N. 12		*c*	
509	Wentworth (Barrow) Ch. 12	- - -	95	34 11 4
509	Wentworth, Park Gate - N. 10	- - -	152	70 17 2
503	WestgateCommon - - N. 11	158 15 0	201	87 4 8
			47	11 17 6
488	Westhouse - N.	15 12 0		
508	Weston (Sheffield) - N. 7	- - -	69	31 10 8
526	Weston - N. 5	- - -	78	40 0 9
492C	Wetherby, St. James' - N. 3	- - -	62	32 6 11
492C	Wetherby - W. 3	- - -	90	55 8 0
523	Wetwang - Ch. 4	- - -	109	32 15 0
527	Whenby - Ch. 4	- - -	26	2 13 1
509	Whiston - N. 12	*75 0 0	*c*	
531	Whitby - N. 6	290 0 0	156	78 10 4
531	Whitby - B. 5	171 8 6	158	63 9 4
531	Whitby - W. 5	- - -	135	55 14 2
502	Whitby, Lower N. 10	- - -	72	38 1 2
526	Whitwell - Ch. 5	- - -	43	26 15 6
504A	Whitwood Colliery - 11	- - -	175	83 12 10
			*d*32	11 5 0
			59	17 7 6
504A	Whitwood Mere - - N. 3	103 10 0	53	24 11 2
			12	3 5 0
492A	Whixley - Ch. *a*			
533	Whorlton - P. 3	347 0 0	88	47 17 2
508	Wicker, Holy Trinity - N. 7	952 3 4	480	229 11 2
509	Wickersley - N. 12	360 0 0	*c*	
515	Wigginton - N.	*40 0 0		
488	Wigglesworth, Clark's Endowed.			
492C	Wighill - N. 3	- - -	27	16 17 1
499	Wilsden, Infants - - N. *b*	*60 0 0		
499	Wilsden - W. 5	332 18 0	127	66 8 0
497	Wilshaw - Ch. 8	- - -	60	18 18 1
			19	6 7 6
506	Wincobank - 10	- - -	107	39 13 5
499	Windhill - Ch. 2	478 0 0	198	97 5 5
			64	25 17 1
499	Windhill - W. 4	646 0 0	154	82 5 4
522	Withernwick N.	55 0 0		
536	‡Witton, East Ch.			
536	Witton, West N.			
524	Wold Newton - - Ch. 4	- - -	34	23 7 6

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
505	Wombwell - N. 7	177 0 6	144	58 2 5
504A	Womersley - N. 2	209 0 0	52	30 16 9
			10	4 8 4
497	Woodhouse, Ch.Ch.(Huddersfield) - N.	*150 0 0		
518	Woodmansey and Thearne N. 2	276 15 0	*e*	
493B	Woodside (Horsforth) N. 6	220 0 0	102	44 12 8
			69	22 10 10
505	Woolley, Girls and Infants Ch. 4	- - -	34	17 5 2
506	Worrall - N.	101 0 0		
505	Worsborough Dale - - N. 7	257 13 6	170	96 7 1
			37	12 14 2
505	‡Worsborough, Grammar. *a*			
500	Wortley, New (near Leeds) N. 5	521 19 9	281	113 17 10
			48	18 .1 8
500	Wortley, New, Zion - - B. 1	*400 0 0	423	254 7 6
	,, ,,	150 0 0	185	60 14 2
500	Wortley, Old (near Leeds) N. *a*	*55 0 0		
506	Wortley (near Sheffield) - N. 11	- - -	83	40 10 8
504B	Wragby - N. *a*			
503	Wrenthorpe N.	100 0 0		
517	Wressle - P.	144 0 0		
499	Wyke (Brighouse) - N. 5	- - -	125	70 2 11
525	Wykeham - N. 6	- - -	44	32 9 0
516	‡Yapham - N.			
541A	Yarm, Poor - R. 11			
493B	Yeadon - N. 9	272 0 0	48	16 19 2
493B	Yeadon, High Street - B. 7	- - -	75	13 10 6
493B	Yeadon, Upper N. 9	- - -	64	19 0 8
526	Yedingham - N.	*12 0 0		
515	York, Aldwark N. 6	- - -	148	19 17 5
515	York, Bishopgate - - N. 6	11 6 8	210	51 0 1
515	York, Bishophill - - B. 2	- - -	93	49 8 0
515	York, Hope Street - B. 2	- - -	530	284 12 2
515	York, Industrial Ragged.			
515	York and Ripon, Male Practising - 5	100 0 0	87	38 12 0
515	York, Manor N. 6	42 0 0	167	60 8 5
			14	4 15 0
515	York and Ripon, Model - - 5	- - -	100	45 14 8
515	York and Ripon, Female Practising. *f*			

a Removed from inspection. *b* School closed. *c* Due, but not paid.
d Evening school grant for two years. *e* Not examined in 1868.
f Ripon Trinity N.S. Female Practising now supplies the place of this school.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.	No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
YORKSHIRE—*cont.*	£ s. d.		£ s. d.		YORKSHIRE—*cont.*	£ s. d.		£ s. d.
York, Micklegate, Trinity, Boys - N. 6	*125 0 0			515	York, St. George's - W. 2	1,546 9 6	301	165 17 0
" - "	102 6 0	104	91 15 1	515	York, St. Peter Lane N. 6	- - -	42	26 9 11
York, Micklegate, Trinity, Girls, District N. 6	176 10 0	188	126 0 10	515	York, St. Sampson - Ch. 6	- - -	40	8 19 11
York (Priory Place) - W. 2	1,691 0 0	422	236 7 8	515	York, St. Thomas' - N. 6	493 0 0	182	57 2 5
York, St. Cuthbert's N. 6	- - -	134	102 8 3	515	York, Walmgate, St. Margaret's - N. 6	358 10 0	365	115 14 9
York, St. George's - R. 11	- - -	305	128 4 0		Yorkshire Reformatory R.			

WALES.

ANGLESEA.	£ s. d.		£ s. d.		ANGLESEA—*cont.*	£ s. d.		£ s. d.
Aberffraw - P. 4	285 2 0	75	33 4 2	623	Llangefni - B. 4	262 4 0	85	47 8 10
Amlwch - N. 5	- - -	127	52 17 0	620	Llangeinwen N. 5	- - -	37	17 9 8
		19	5 7 6	620	Llangeinwen B.	130 0 0		
Amlwch - B. 4	1,146 0 0	222	79 0 5	621	Llangristiolus N. 5	56 0 0	50	17 8 9
Beaumaris - P. 4	- - -	155	91 1 4	623	Llanrhyddlad B. 4	210 0 0	44	16 3 10
Bodedern - N. 5	157 5 0	64	27 10 0	623	Llanrhyddlad N.	208 0 0		
Bodlondeb Pentraeth - N. 5	148 17 6	57	25 19 4	623	Llanvaelog - N. 5	121 0 0	44	18 15 0
Bryngwron - N. 5	- - -	51	21 8 2	623	Marian Glas B. 4	165 0 0	63	24 3 6
Cemaes - B. 4	209 11 4	80	50 15 11	621	Menai Bridge B. 4	286 5 0	110	40 10 7
Dwyran - B. 4	- - -	59	31 10 8	620	Newborough B. 12	244 12 6	77	28 8 2
Gaerwen - N.	171 0 0			621	Penmon and Llangoed - N. 5	133 0 0	77	39 0 6
Gaerwen - B.				623	Penrhos Lligwy Ch. 5	- - -	51	3 8 2
Gwalchmai - N. 5	*30 0 0	38	20 7 2	623	Pensarn - N.	*40 0 0		
" - "	90 0 0			621	Pentraeth - B. 4	214 12 6	77	35 15 8
Gwalchmai - B. 4	240 0 0	63	28 12 6	623	Rhosybol - B. 4	232 0 0	85	41 13 10
Heneglwys - B.	18 0 0						25	6 18 8
Holyhead - B.	*a*37 0 0			621	Trevdraeth and Llangadwaladr N. 5	505 0 0	72	34 19 2
Holyhead - B. 4	744 19 0	351	177 3 4					
Holyhead, Penrhos-y-Falew - N. *b*	70 6 3				BRECONSHIRE.			
Holyhead Town - N. 5	1,058 12 0	260	124 17 6					
		8	1 5 0	584	Abercrave - N.	144 10 0		
Llanallgo - N.	75 0 0			584	Abercrave - B. 8	- - -	121	65 11 2
Llanbadrig - Ch. *c*				599	Abergwessin B. 11	99 10 0		*d*
Llandegfan - N. 11	- - -	68	39 3 0	601	Beaufort - B. 11	- - -	*e*233	113 16 9
Llanddona - B.	234 2 6						*e*220	102 5 7
Llandeusant and Llanbabo - N. 5	164 0 0	37	5 16 3	601	Beaufort, Dr. Bevan's - B. *f*			
Llandrygarn and Bodwrog - Ch.				600	Brecon - N. 10	224 2 6	230	105 13 0
Llandysilio - N. 11	149 0 0	102	46 6 10				—	*g*20 0 0
Llanedwin, Duchess of Kent's - N. 11	- - -	79	30 10 6	600	Brecon - U.			
Llanerchymedd N. *c*				600	Brecon, St. David's - N. *h*	*73 0 0		
Llanerchymedd B. 4	857 0 0	125	28 11 9	601	Brynmaur - B. 11	83 6 8	*e*283	132 13 5
							*e*233	103 17 0
‡Llanfachreth B.				600	Castle Madoc B. 11	84 0 0		*d*
Llanfihangel-yn-Nhowyn N.	136 8 0			600	Cathedine - N. 10	- - -	48	20 10 4
							20	6 13 4
Llangefni - N. 5	279 10 0	87	49 15 7	582	Cefn Coed (Boys and Girls) - B. 5	- - -	205	90 19 4
		12	6 18 1					

This grant has been repaid.
ol pulled down and proceeds of materials given towards erecting Holyhead New Town Sch. *c* School closed.
, but not paid. *e* For two years. Merged into Beaufort B.S. *g* Retiring pension. *h* School pulled down.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	BRECON—*cont.*	£ s. d.		£ s. d.
601	Clydach - B. 11	- - -	105	82 3 1
			^{a}103	56 10 4
601	Crickhowel - N. 6	- - -	107	35 1 4
			11	3 14 2
601	Crickhowel B. 11	226 17 6	76	39 7 6
587	†Cwmtwich - N. *b*			
587	‡Cwmtwich, Charity - *b*			
600	Devynnock (Sir J. Davey's) Endowed - 10	100 6 8	101	24 4 0
602	Glasbury, Parochial - Ch. 7	- - -	58	30 18 6
599	Gwenddwr - Ch. 5	- - -	57	16 1 4
602	Hay - - N. 7	65 13 0	105	34 10 2
600	Llandefaelog-fach - - N. 10	141 0 0	*c*	
601	Llanelly - N. 6	*50 0 0	49	7 0 3
	„ - „	92 3 6		
600	Llanfihangel-uant Bran N.	91 10 0		
600	Llanfrynach Ch. 10	86 18 0	65	35 9 0
599	Llangamarch N. *d*			
600	Llangasty-tal-y-lynn - N. *d*			
601	Llangenny - N.	74 0 0		
600	Llangorse - N. 10	- - -	39	17 18 6
601	Llangynidr - Ch. 6	- - -	98	35 14 7
			21	6 17 6
602	Llanigon - N.	*30 0 0		
600	Llanspythid N.	74 5 0		
587	Llanwrtyd - P. 11	185 0 0	*c*	
602	Llyswen - N. 7	134 0 0	39	13 0 11
600	Llywell - Ch. 10	226 5 0	58	27 18 6
600	Nantddu - N. 11	- - -	10	4 1 0
602	Talgarth - Ch. 7	- - -	60	17 0 8
602	Talgarth - B. 11	170 0 0	74	40 0 2
			^{a}91	45 6 0
			94	59 18 8
600	Talybont - N. 10	189 7 6	16	4 5 0
600	Trallong - N. 10	183 12 0	31	9 19 1
			86	49 8 2
600	Trecastle - B. 11	- - -	^{a}15	5 18 5
			^{a}99	59 6 4
			27	10 5 2
601	Trevil - - B. 10	- - -	30	26 16 0
582	Vaynor Gamp-ontysticcall - N.	74 5 0		
584	Yniscedwyn (Iron Works) -	375 0 0		
584	Ystradgynlais N. 10	220 2 6	165	88 5 10
584	Ystradgynlais B. 7	- - -	107	50 15 8
			17	6 5 10
	CAERMARTHEN.			
589	Abergwili - N. 2	*80 0 0		
	„	171 12 6	102	34 14 3
588	Amman Iron Works - B. 11	- - -	98	49 12 0
			^{a}95	53 14 4
588	Bettws - N.	83 0 0		
	‡Blaen-y-coed B.			
586	Bryn - - B. 1	104 12 6	80	37 15 6
588	Brynlloi (Bettws) B. 11	- - -	89	42 1 8
			^{a}86	32 9 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Gran (paid within Year ending 31 Dec. 1868 Average Attendance.	Amoun
	CAERMARTHEN—*cont.*	£ s. d.		£ s.
589	Caermarthen, St. David's Practising - N. 2	1,029 0 0	283	101 17
589	Caermarthen, Lancasterian 2	626 0 0	433	186 11
			61	18 16
587	Capel Cynfal N. 2	123 0 0	39	15 3
594	Capel Evan - B. 11	- - -	85	43 10
			^{a}81	40 18
587	Cil-y-cwm - Ch. 2	196 17 6	59	15 17
588	Cross Inn - B. 11	- - -	79	38 6
			^{a}82	40 5
588	Cwmamman N. 1	- - -	52	14 6
589	Cwmbach - B. 2	- - -	88	33 16
			30	3 15
588	Cwmdu - N.			
587	Cwmdur - Ch. *e*	174 2 6		
590	Cwmfelinboeth N. *e*			
588	Cwm Ivor - B. 11	- - -	50	29 14
			^{a}52	23 19
586	Dafen Iron Works - N. 5	- - -	170	81 15
			36	14 15
587	Danyrallt - Ch. 5	- - -	55	9 7
586	Felinfoel - B. 11	27 5 0	128	69 3
			16	5 1
586	Felinfoel, Trinity N. 11	- - -	94	47 17
589	Ferryside, St. Thomas' - P. 6	404 0 0	51	28 2
595	Ffaldybrenin B. 11	- - -	68	37 0
589	Gorslas - N. 2	- - -	56	22 3
586	Gwendraeth, B. 11	- - -	77	43 11
			^{a}89	46 0
587	Gwynfe - B. 11	- - -	39	23 9
			^{a}67	35 8
594	Kenarth - N.	*32 0 0		
586	Kidwelly - N. *e*			
586	Kidwelly - B. 2	297 0 0	98	57 9
			108	34 9
589	Laugharne - N. 2	- - -	15	3 5
589	Llanarthney N. 2	- - -	39	20 16
590	Llanboidy - N. 4	- - -	130	100 6
589	Llandarog - N. 2	198 13 4	72	22 3
			9	2 4
589	Llandefeilog N. 6	225 19 6	60	44 11
589	Llandefeilog Idole - - B.	11 10 7		
588	Llandilio, Capel Isaac - B. 11	- - -	52	34 12
			^{a}56	32 8
588	Llandilo-faur N. 1	- - -	140	37 5
588	Llandilio, Tabernacle B. 2	- - -	86	48 18
587	Llandovery - N. 2	300 0 0	129	41 17
587	Llandovery - B. 2	370 10 0	112	55 16
588	Llandybie - N. 1	130 0 0	99	39 5
588	Llanegwad - N. 1	- - -	61	15 9
586	Llanelly (Boys and Girls) - B. 2	445 0 0	436	222 5
			75	23 5
586	Llanelly (Copper Works) B. 2	- - -	409	210 1
586	Llanelly, Infants (Prospect Place) B. 2	212 0 0	144	67 8
586	Llanelly, Five Roads - - B. 11	108 0 0	44	30 3
			a51	25 18

a For two years. *b* School not existing. *c* Due, but not paid. *d* Removed from inspection
e School temporarily closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
CAERMARTHEN—*cont.*	£ s. d.		£ s. d.
Llanelly - N. 11	*200 0 0	184	62 18 11
Llanelly, New Dock - B. 2	162 0 0	117	64 10 0
Llanfihangel Aberbythic N. 1	- - -	77	23 15 4
Llanfihangel Uwch Gwili N. 2	50 0 0	38	24 18 4
Llangadock, Bethlehem B. 2	- - -	58	25 5 11
Llangadock - B. 2	73 10 0	77	44 16 6
‡Llangathen - N. *a*			
Llangeler - N. 6	100 0 0	99	51 9 11
Llangendeirne P. 6	- - -	81	35 19 2
Llangennech Ch. 5	134 10 0	96	45 15 4
Llanllwch - N. *c*	6 2 0		
Llannon - N. 5	33 0 0	42	21 10 0
Llanpumpsaint B. 11	165 0 0	*b* 53	26 1 10
		b 52	24 1 4
		b 75	43 7 6
Llansadwrn - B. 11	- - -	*b* 75	32 17 4
Llanstephan N. 2	- - -	92	28 4 8
Llwynhendy B. 2	- - -	103	61 0 10
Marros - N. 4	- - -	30	7 12 1
Mothfai - N. 2	- - -	78	27 9 0
Mydrim - N. *c*	15 0 0		
Newcastle Emlyn - N. 6	188 10 0	81	26 16 3
		29	10 12 6
Penboyr - N. 11	- - -	*d*	
Pembrey (Copper Works) - B. 2	- - -	320	137 9 2
Rhandirmwyn N. 2	209 19 0	38	6 16 0
Rhandirmwyn B. *c*			
Trap (Llandilofaur) - N. 1	- - -	42	2 1 4
Tycroes - N. 11	- - -	66	33 11 8
Whitemill - B. 11	- - -	65	41 6 2
		b 79	39 8 6
Whitland - B. 11	- - -	54	30 19 8
		b 59	13 16 0
CAERNARVON.			
Aberdaron - Ch. 7	- - -	42	23 16 5
Abcreirch - N.	*40 0 0		
Bangor (Garth Road) - B. 3	721 18 0	277	145 10 0
Bangor - N. 6	- - -	352	150 7 2
Bangor, Infants - N.	*72 0 0		
‡Bangor - R.			
Bangor, St. Paul's - W. 3	1,559 0 0	261	130 18 4
Beddgelert - N. 7	360 0 0	27	12 3 0
Beddgelert - B. 6	247 10 0	80	42 2 6
Bethel - B. 5	- - -	89	49 10 10
Bethesda - B. 4	- - -	205	107 15 0
		72	21 2 10
Bettws Garmon - N. *e*	30 0 0		
Bodfean - N.	50 0 0		
Bodfeirig - N. 6	- - -	94	42 17 6
		16	6 18 4
Bontnewydd N. 7	147 0 0	76	19 9 11

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CAERNARVON—*cont.*	£ s. d.		£ s. d.
619	Bottwnog - N.	72 0 0		
620	Bronyfoel - N. 7	472 10 0	61	18 15 5
619	Bryncroes and Rhyw - N.	*45 0 0		
	" - "	29 7 8		
620	Caernarvon - B. 3	1,680 0 0	213	83 15 10
620	Caernarvon, Model - Ch. 6	*100 0 0	399	199 1 2
	" - "	1,005 16 10	—	*f* 25 0 0
620	Clynnog - N.	163 0 0		
622	Colwyn - N. 11	100 0 0		*d*
622	Colwyn - B. 5	- - -	35	12 11 11
622	Conway - N. 11	*108 0 0		
	" - "	75 8 1	*d*	*g* 7 10 0
619	Criccieth - Ch. 7	- - -	89	37 3 0
620	Deiniolen - B. 6	741 0 0	204	86 15 9
			50	12 16 8
620	Dinorwig (Llanddeiniolen) - N. 6	633 0 0	101	48 2 10
			30	10 16 8
620	Dinorwic - B. 6	- - -	99	43 2 8
			26	7 11 8
620	Dolbadarn - B. 6	- - -	138	54 10 2
622	Dwygyfylchi (Boys) - N. 11	190 0 0	32	8 10 0
				d
619	Edeyrn - N. 7	90 0 0	90	39 4 0
622	Eglwys Rhos N. 11			*d*
621	Glan Ogwen N. 6	282 10 0	218	96 13 2
			41	14 2 6
622	Llanbedr and Caerhun - N. *h*	*47 0 0		
621	Llandegai - N. 7	- - -	195	84 13 0
622	Llandudno - N. 11	295 0 0		*d*
620	Llandwrog - N. 7	199 15 0	87	49 14 10
619	Llanengan - N.	157 0 0		
619	Llanengan - B. *i*	235 12 0		
620	Llanfair-is-Gaer - N. 6	187 0 0	130	54 18 0
621	Llanfair Vechan - N. 11	180 0 0		*d*
622	Llangelynin Gyffin - N.	80 0 0		
619	Llangwnadle N.	149 10 0		
619	Llaniestyn - N. 7	82 0 0		
621	Llanllechid - N. 6	147 13 4	136	61 8 6
			15	5 7 6
621	Llanllechid - B. 4	- - -	119	54 5 8
			36	12 15 0
620	Llanllyfni - B. 5	288 17 6	102	32 16 2
619	Llannor - N. 7	44 0 0	50	18 2 8
620	Llanrug - N. 7	- - -	126	59 0 6
620	Llanrug - B. 3	322 2 6	88	45 16 2
			21	7 2 6
619	Llanystymdwy N. 7	151 10 0	100	48 7 10
620	Nant Peris - B. 6	229 10 0	63	28 18 8
619	Nevyn - N.	*62 0 0	24	7 10 0
	" - "	25 0 0		
619	Nevyn - B. 6	670 4 0	85	41 3 6
620	Pantglas - N. 7	355 0 0	61	29 2 0
622	Pendyffrin - B. 5	- - -	36	24 13 2
614	Penmachno N. 6	282 0 0	101	45 10 4

a Removed from inspection. *b* For two years. *c* School closed. *d* Due, but not paid.
e School not existing. *f* Retiring pension. *g* Paid under Article 90[1] (1).
h School temporarily closed. *i* Not examined in 1868.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CAERNARVON—*cont.*	£ s. d.		£ s. d.
622	Penmaenmaur, Infants - N. 11			*a*
621	Pentir - - Ch. 7	- - -	91	24 9 2
618	Portmadoc - N. 7	624 0 0	275	120 13 2
619	Pwllheli - N. 7	276 0 0	142	46 16 8
619	Pwllheli, Trodyr-Allt Free 6	707 0 0	202	108 15 5
622	Roe Wen - B. *b*	200 0 0		
620	Talysarn - B. 5	- - -	108	41 7 1
	" - "	53 10 0	14	1 15 0
618	Tre and Port Madoc - B. 6	*60 0 0	86	34 19 0
614	Trefriw - B. 6	- - -	80	42 6 10
620	Twthill - N. 7	206 0 0	77	18 9 0
619	Tydweilog - N.			
621	Tyntur - N. 6	- - -	207	92 9 4
620	Waenfawr - N.	*93 0 0	19	5 10 10
621	Waynol - N. 6	373 10 0	82	34 16 10
620	Waenfawr - B. 5	- - -	102	63 8 10
	CARDIGANSHIRE.			
596	Aberaron - N. 7	266 0 0	131	47 7 4
594	Aberbank - N. 6	157 0 0	57	23 7 4
593	Aberporth - N. 6	87 0 0	52	19 14 9
597	Aberystwith N. 7	- - -	244	101 9 6
597	Aberystwith B. 7	- - -	141	22 1 6
597	Bangor Chapel N.	139 15 0		
593	Blaenannerch B. 7	- - -	60	41 5 2
597	Borth - - N. 7	100 0 0	59	22 12 9
597	Borth - - B. 7	- - -	116	49 18 8
597	Bryn Herbert B. 7	- - -	42	16 19 10
593	Cardigan - B. 7	- - -	152	70 13 0
593	Cardigan, St. Mary's - N. 6	334 10 0	166	65 7 11
597	Devil's Bridge B. 7	- - -	43	22 18 2
597	Elerch - - Ch. 7	- - -	48	12 11 8
594	Glynarthen - B. 7	- - -	64	13 14 11
597	Goginan - B. 7	- - -	124	47 12 11
			58	16 10 0
596	Henfynyw - N.	*13 0 0		
594	Horeb - - B. 7	- - -	57	30 5 0
595	Lampeter - N. 6	203 4 0	91	30 0 7
596	Llanarth and Llanina - N. 7	306 0 0	93	27 14 6
597	Llanbadarn Fawr - N. 7	- - -	88	38 4 10
597	Llancynfelin Ch. 7	174 4 0	89	48 0 6
596	Llanddewi Aberarth - N.	*40 0 0		
593	Llandygwydd N. 6	- - -	76	24 17 9
594	Llandyssil - N. 6	137 10 0	63	17 4 9
594	Llandyssil - B. 7	78 0 0	48	25 17 6
598	Llangeitho - N.	82 0 0		
593	Llangoedmore Ch. 6	144 0 0	53	16 4 8
594	Llangranog - N.	67 10 0		
597	Llangwyryfon N. 7	- - -	28	13 0 4

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CARDIGAN—*cont.*	£ s. d.		£ s. d.
598	Llanllwchairn N.	*40 0 0		
596	Llannon - B. 7	- - -	73	42 13 4
597	‡Llanrhystydd B.			
595	Llanwenog - N.			
597	Llanychairn, Chancery - Ch. *c*			
593	Llechryd - B. 7	- - -	93	66 9 6
			12	4 0 0
596	Llwyndafydd B. 7	153 0 0	68	25 4 5
597	Llwyn-y-Groes B. 7	- - -	85	40 5 10
			34	10 16 8
594	Newgate - B. 7	- - -	67	27 0 5
596	New Quay - B. 7	- - -	158	70 18 8
594	Penbryn - Ch. *c*	106 0 0		
597	Penllwyn - B. 7	- - -	96	70 9 10
			39	13 4 11
594	Penmorfa - B. 7	- - -	81	47 11 4
597	Penrhyncoch Ch. 7	- - -	86	35 0 4
597	Pen-y-parke N. 7	236 19 7	206	92 14 8
597	Ponterwyd - B. 7	- - -	47	21 17 8
594	Pontgarreg - B. 7	- - -	54	21 19 6
598	Pontrhydfendigaid - B. 7	- - -	74	19 10 0
597	Talybont - B. 7	207 7 0	187	102 6 2
598	Tregaron - B. 7	- - -	77	36 7 2
597	Trisant - B. 7	- - -	51	27 12 0
593	Verwick - B. 7	- - -	36	19 11 4
	DENBIGH.			
611	Adwy and Coedpoeth B.	389 12 6		
613	Abergele - N.	*70 0 0		
611	Berse Drelincourt - N.			
611	Bersham - N.	76 10 0		
613	Bettws-in-Rhos - Ch.	257 0 0		
614	Blaenan Llangerniew - B. 3	243 13 6	101	63 4 10
			19	7 5 10
611	Brymbo and Broughton B. 3	1,072 0 0	287	88 18 6
611	Brymbo Charity - - N. 3	373 0 0	222	107 0 2
			13	1 12 6
611	Burton (Gresford) N. 3	65 0 0	31	9 10 5
614	Capel Garmon - - N.			
613	Cefn Meriadog N. 4	- - -	35	10 10 5
361	Chirk - - N. 3	111 0 0	61	27 0 6
361	Chirk - - B. 10	- - -	77	33 12 8
613	Denbigh - N. 4	402 18 4	264	126 5 4
613	Denbigh - B. 3	436 0 0	161	69 19 1
614	Eglwysfach - N. 11	*75 0 0	66	28 10 0
613	George St. (St. Asaph) - N. 2			*a*
611	Gresford - N. 3	*100 0 0	94	41 12 2
611	Gwersyllt - N. 3	728 2 1	198	100 4 0
			18	5 8 4
612	Gyffylliog - N.	180 0 0		
613	Henllan - N. 4	- - -	91	44 19 8
611	Lavister, Infant - - Ch. 3	- - -	59	26 15 6

a Due, but not paid. *b* School temporarily closed. *c* School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
DENBIGH—*cont.*	£ s. d.		£ s. d.
Llanarmon Dyffrin Ceiriog - N.	20 0 0		
Llanarmon-in-Yale - N. 4	- - -	76	34 12 8
Llanddulas - N. 11		*a*	
Llandrillo-yn-Rhos - - N. 11		*a*	
Llandyrnog N. 4	*50 0 0	41	17 6 10
" " - "	132 0 0		
Llanelian - N. 8	- - -	39	12 0 7
Llanelidan - N. 4	78 10 0	57	*b*
Llanfair-dyffryn Clwyd - N. 8	- - -	122	48 5 3
Llanfair Talhaiarn - N. 4	*50 0 0	71	25 5 0
" " - "	35 0 0		
Llanferres - N. 4	95 0 0	69	25 17 5
Llangedwin - N. 11	- - -	75	34 17 0
Llangerniew Ch. 4	- - -	82	41 3 2
Llangollen - N. 3	121 0 0	48	21 9 0
Llangollen, Infant.			
Llangollen - B. 10	305 9 0	215	92 0 0
Llanefydd - N. 7	- - -	34	15 19 7
Llannefydd - B.			
Llanrhaiddr-yng-nghinmeirch - N. 4	- - -	61	31 18 6
Llanrhaidr-yn-Mochnant N. 11	352 0 0	67	15 5 0
Llanrhydd, Infant - *c*			
Llanrwst - B. 3	227 14 0	130	53 16 0
		19	5 4 2
Llanrwst - N. 4	313 0 0	116	43 17 8
Llansaintfraid Glan Conway, N. 11	*50 0 0		*a*
" " "	468 0 0		
Llansaintfraid Glyn Ceiriog N. 10	*64 0 0	40	7 17 2
" " "	83 0 0		
Llansannan - N. 4	260 0 0	58	30 15 2
Llantysilio - P. 3	258 0 0	66	26 1 6
Llanychan - Ch. 4	195 2 6	87	48 15 4
Minera - N. 3	373 0 0	177	80 19 2
		50	26 8 2
Nantglyn - N. 4	227 0 0	26	15 5 0
Pentre - - N. 3	- - -	49	25 0 8
Prion - - B. 3	- - -	48	31 10 9
Rhos-Llanerchrugog - N. 3	345 0 0	177	88 1 8
Rhos-Llanerchrugog - B. 3	380 0 0	256	125 19 6
Rhos-y-medre N. 3	- - -	97	47 6 10
Rossett - N. 3	- - -	71	41 14 0
Ruabon - N. 3	539 12 9	235	109 16 0
		7	1 17 6
Ruabon Pen-y-cae - - N. 3	211 5 0	131	69 3 6
Ruthin - N. 4	418 3 0	114	62 13 6
		27	3 7 6
Ruthin - B. 3	692 2 9	275	111 17 0

a Due, but not paid.
c School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	DENBIGH—*cont.*	£ s. d.		£ s. d.
613	Trefnant - N. 4	233 0 0	59	41 10 6
615	Trevor - N. 3	223 15 0	150	58 6 4
613	Trofarth - N.			
615	Vron - - B. 10	226 17 6	87	41 4 4
			30	7 11 8
611	Wrexham Boys N. 3	*125 0 0	95	38 17 0
	" " - "	174 12 6	21	5 19 2
611	Wrexham, Brook St. - B. 3	- - -	290	161 11 8
611	Wrexham, Chester St. B.	150 0 0		
611	Wrexham, Girls N. 3	- - -	89	37 6 6
			21	6 2 6
611	Wrexham - R. 4	- - -	63	26 11 5
614	Yspytty - N. 4	216 0 0	83	38 15 6
	FLINTSHIRE.			
613	Asaph, St., Boys - - N. 1	415 0 0	60	36 18 10
613	Asaph, St., Girls - N. 1	- - -	61	31 10 8
613	Asaph, St., Infant - N. 1	- - -	33	12 9 0
613	Asaph, St. - R.			
610	Bagillt - N. 2	180 0 0	125	75 2 2
610	Bistre-in-Mold - - N. 2	136 10 0	118	56 9 10
613	Bod Elwyddan - - N. 2	- - -	67	39 14 8
613	Bodvari - N. 3	360 0 0	56	27 14 0
459	Broughton - N. 12	- - -	68	58 19 0
610	Brynford - N. 2	198 8 6	58	28 1 9
459	Buckley, Lane End - N.			
459	Buckley, St. Matthew's N. 12	633 4 0	131	64 12 7
610	Carmel - B. 3	- - -	79	35 16 8
610	Cilcen - - N. 2	65 0 0	70	33 10 0
613	Cwm - - P. 10	- - -	*a*	
613	Dyserth - N. 2	- - -	84	46 4 10
610	Flint - - N. 12	1,106 4 0	250	98 9 5
			61	15 9 5
610	Flint - - R. 4	- - -	84	39 2 4
610	Gorsedd - N. 2	82 17 6	29	6 10 2
610	Gwernafield N. 1	*100 0 0	91	40 19 10
	" - "	474 10 0	22	6 3 4
610	Halkyn - Ch. 2	- - -	156	79 15 10
459	Hawarden Ch. 12	- - -	166	66 4 7
459	Hawarden, St. John's - N. 12	*125 0 0	83	64 13 2
610	Holywell - B. 2	396 5 0	247	86 5 10
610	Holywell - N. 2	83 0 0	147	48 12 1
610	Holywell - U.			
610	Holywell, St. Winifred's - R. 4	- - -	82	39 5 0
610	Leeswood District, or Pont Bleiddyn - Ch. 2	405 0 0	154	59 13 8
610	Lixwm - B. 3	241 6 8	61	25 4 10
610	Llanasa - P. 2	390 0 0	84	42 14 0
			8	2 3 4
459	Mancot - B. 9	- - -	59	15 3 7
613	Meliden - N. 1	255 0 0	56	24 9 4

b Refused, not fulfilling conditions of Sup. Rule 8.
d Incorporated with Wrexham, Brook Street, B.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	FLINTSHIRE—*cont.*	£ s. d.		£ s. d.
610	Mold - - B. 3	285 0 0	88	32 9 10
			4	1 13 4
610	Mold - - N. 2	480 5 0	246	111 5 2
610	Mostyn - N.	250 0 0		
610	Newmarket - P. 1	- - -	71	*a*
610	Northop - N. 12	- - -	66	19 5 0
362	Overton - N. 3	- - -	83	36 16 4
610	Pantasaph - R.			
610	Pont-Bleiddyn - - N. *b*	*75 0 0		
613	Prestatyn - N. 2	- - -	81	44 9 10
	Redbrook Village.			
610	Rhosesmor - N. 12	305 0 0	48	22 3 1
613	Rhuddlan, Boys - - N. 1	18 0 0	87	46 4 10
			42	14 16 8
613	Rhuddlan, Girls - - P. 1	- - -	62	26 14 10
			10	4 10 0
613	Rhyl - - N. 2	552 0 0	168	72 5 8
			10	2 10 0
613	Rhyl - - B.	262 13 9		
613	Rhyl - - R.			
610	Talacre - R. 4	670 0 0	138	70 11 6
611	Threapwood N. 2	- - -	64	28 14 8
613	Tremeirchion N. 2	- - -	39	18 0 8
			11	3 4 2
611	Trenddyn - N. 2	94 15 0	105	43 18 2
610	Wepre, St. Mark's (Northop) - - N. 2	*100 0 0		
	" " "	144 2 6	158	86 16 8
610	Whitford - N. 2	- - -	70	33 3 4
611	Worthenbury N. 3	75 7 6	38	27 6 1
610	Ysceifiog - N. 2	120 15 0	62	25 11 0
	GLAMORGAN.			
582	Aberaman - B. 4	- - -	296	153 4 4
			51	27 10 10
584	Aberavon - N. 3	172 10 0	234	103 3 6
584	Aberavon - R. *c*			
582	Abercanaid, Infant N. 1	100 0 0	125	17 9 11
			10	3 0 0
582	Aberdare - B. 4	865 0 0	710	416 3 0
			42	12 0 5
582	Aberdare, Town - - N. 2	285 15 0	268	122 17 0
582	Aberdare - W. 4	- - -	80	38 4 10
582	Abernant - B. 4	- - -	123	51 8 0
584	Bagland, Infants - N.			
583	Bettws - N.	71 0 0		
584	Birch Grove B. 8	- - -	58	34 5 0
585B	Bishopston and Pennard N.	216 0 0		
585B	Black Pill - N. 12	- - -	*a* 22	12 12 0
			32	15 18 0
582	Bodryngallt B. 4	- - -	117	69 18 8
583	Bride, St., Major - N. 2	*30 0 0		
	" " "	157 12 6	82	38 5 6
583	Bridgend - N. 2	582 0 0	137	51 13 2
583	Bridgend, St. Mary House R. 6	115 0 0	69	35 2 1
583	Bridgend - W. 7	- - -	109	51 3 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grant (paid within Year ending 31 Dec. 1868) Average Attendance.	Amoun
	GLAMORGAN—*cont.*	£ s. d.		£ s. d
584	BritonFerry N. 3	434 0 0	241	90 10
			55	14 17
583	Bryncethin - N.	233 0 0		
584	Bryncoch - N. 3	258 0 0	66	32 16
585A	Brynhyfryd - B. 6	- - -	150	52 3
			38	8 3
584	Cadoxton-juxta-Neath - N. 2	410 0 0	102	55 14
581	Cadoxton, Merthyr Dovan N.	56 0 0		
581	Caerphilly - N.	216 5 0		
581	Caerphilly - B. 5	- - -	95	9 15
581	Canton - N. 2	270 0 0	186	72 7
			20	3 6
581	Canton (Cardiff) - - B. 7	- - -	75	31 0
581	Cardiff, Bute Docks - B. 7	- - -	245	101 13 1
581	Cardiff, Bute Town - N. 11	- - -	294	41 0 1
581	Cardiff, Ragged and Industrial.			
581	Cardiff - R. 6	720 0 0	842	420 19 1
			27	9 5 1
581	Cardiff, St. John the Baptist, Poor School - 3	- - -	257	77 6 1
581	Cardiff, St. John's, Inft. N. 3	- - -	107	33 4
581	Cardiff, St. Mary's - N. 3	716 0 0	357	139 14
581	Cardiff - W. 7	- - -	150	72 17
581	Cathays - N. 10	- - -	98	15 5
582	Clydach - Ch.	243 2 6		
585A	Clydach - B. 7	- - -	97	55 13
			14	4 3
583	Cowbridge and Llanbethian - N. 4	*45 0 0		
	" " - "	12 15 0	66	24 19
583	Coychurch - N.	*20 0 0		
	" - "	27 10 0		
584	Crynant - N.	228 0 0		
584	Cwm - - B. 7	- - -	73	17 16
582	Cwmamman B. 4	126 0 0	138	80 8
			32	11 13
584	Cwm Avon Oakwood - 11	- - -	194	83 16
584	Cwm Avon Works - N. 1	- - -	254	96 6
582	Cwmbach - N. 3	200 0 0	248	99 2
			51	15 12
582	Cwmbach (Aberdare) B. 4	- - -	277	35 0
			41	6 11
585A	Cwmburla - B. 6	- - -	120	60 5
			30	9 5
582	Cwmdare - B. 4	- - -	118	65 18
584	Cwmllynfell B. 7	- - -	126	69 17
582	Cyfarthfa - N. 2	46 0 0	157	82 13
582	Cyfarthfa, Girls - - 5	- - -	219	69 10
582	‡Cyfarthfa, George Town. N.			
581	Cymmer - N. 3	440 10 0	185	69 18
			18	7 5

a Refused under Article 52 *d*.
b School pulled down, and proceeds of materials applied towards erecting a new school at Leeswood.
c Removed from inspection.
d For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
1	Dinas Colliery - - B. 4	158 2 6	153	95 13 0
			33	11 10 10
2	Dowlais - 5	- - -	1,211	674 6 6
			117	44 14 2
2	Dowlais, St. Mary's - R. 6	324 11 2	262	128 6 0
2	Duffryn- - 10	1,252 0 0	739	394 4 2
			47	15 14 2
2	Duwraven Colliery - B 4	- - -	54	23 14 5
			14	4 3 4
2	Fagan's, St. (Aberdare) N. 3	713 0 0	231	95 16 4
1	Fagan's, St., Castle - N. 4	- - -	83	42 8 6
2	Ferndale Colliery - - B. 4	- - -	87	49 13 0
2	Gellifaelog - B. 5	- - -	580	288 4 3
2	Gelligaer-cwmys - gwyddgwyn - - N. 5	83 15 0	54	24 9 10
2	Gellygaer, Endowed - 3	- - -	113	*a*
2	Gellygaer Fochrhiw - N. 4	87 10 0	52	23 11 2
2	Gelligaer, Newtown Infant and N. 4	- - -	68	35 16 9
2	Gelligaer Pantywaun - N. 5	- - -	34	18 1 0
2	Gellygaer Pontlottyn, Infants - 4	169 15 0	159	67 0 7
1	Giant'sGrave B.	96 0 0		
5A	Glais - - N. 1	- - -	108	47 14 0
	Glamorganshire Reformatory.			
1	Glyntaff, Mixed N. 3	290 5 0	87	32 17 2
			26	7 15 0
1	GrangeTown N. 4	233 2 6	180	68 14 8
			16	4 3 4
1	Groes Wen - B. 4	- - -	58	35 4 8
			16	4 15 0
1	Gwaen-cae-Gwrwen - B. 8	- - -	79	18 7 7
5A	HafodCopper Works - B. 6	- - -	588	324 18 10
			17	6 7 6
2	Hirwain - B. 4	- - -	207	97 12 10
4	KilveyCopper Works - B. 6	- - -	356	209 12 4
			77	31 2 6
1	Llandaff - N. 3	327 10 0	172	87 13 8
1	Llandaff Maendie - Ch. 3	314 0 0	106	44 4 6
5A	Llandeilo Talybont - - N. 1	207 7 6	81	35 17 4
2	Llanfabon - N. 3	288 0 0	110	46 2 2
5A	Llangyfelach N.	48 0 0		
5A	Llangyfelach B. 7	- - -	67	9 10 5
3	Llangynwyd N. 11	- - -	18	6 12 9
1	Llanishen and Lisvane - N. 11	- - -	55	20 1 3
4	Llansamlet - B. 8	- - -	177	89 0 0
			198	81 11 8
1	Llantrisant - N. 2	373 0 0	23	7 19 2
1	Llantwit, Major - N.			
582	Llanwonno - N. 3	340 14 0	79	44 15 0
			11	4 12 6
582	Llwydcoed - B. 4	- - -	102	14 7 4
586	Loughor - P. 1	252 8 0	162	73 4 1
			17	5 4 2
583	Maesteg Iron Works - B. 7	- - -	294	152 1 0
			180	52 17 6
583	Maesteg Llynvi Iron Works B. 7	- - -	333	135 10 11
583	Maesteg Spelter Works - B. 7	- - -	87	41 10 6
584	Margam Copper Works - 8	- - -	346	27 1 7
582	Merthyr Tydvil - - B. 5	1,070 3 9		
582	Merthyr Tydvil, St. David's N. 2	731 17 8	517	310 14 6
			117	60 7 6
582	Merthyr Tydvil - - R. 6	- - -	181	45 2 5
585A	Morriston - B.	*150 0 0		
585B	Mumbles - B. 7	*30 0 0	80	41 17 0
581	Nantgarw - N.	75 0 0		
584	Neath Abbey B. 8	140 0 0	188	101 4 4
584	Neath, Alderman Davies' Charity - 2	1,150 0 0	431	195 9 0
			286	64 10 0
584	Neath, Higher N. 1	418 16 0	109	42 4 8
584	Neath, School Society's - B. 8	635 0 0	245	128 11 0
585B	Newton - Ch. 11	- - -	84	14 15 6
			39	14 5 5
583	Newton Nottage - - N.	96 0 0		
581	Nicholas, St. N.			
585B	Oystermouth N. 11	- - -	*c*	
581	Penarth, Mixed N. 4	237 16 0	67	21 16 11
585B	Penclawdd - N.	58 0 0		
585B	Penclawdd - 7	- - -	75	37 6 6
581	Pendoylan - N. 11	- - -	48	24 7 2
582	Pengarnddu, Infants - 5	- - -	43	23 16 10
581	Penmark - N. 3	70 0 0	43	17 5 4
583	Penprisk - N. 4	- - -	59	26 19 6
582	Pentre - - N. 3	- - -	95	34 16 8
582	Pentrebach - N. 1	- - -	263	86 16 4
			156	46 8 4
584	Pentrechwyth, Infants - 6	- - -	100	53 11 0
581	Pentyrch - N.	*32 0 0		
582	Pen-y-darran Ch. 11	- - -	63	28 0 0
582	Pen-y-darran B. 5	- - -	190	99 2 4
			95	25 9 2
584	Pontardawe N. 3	432 0 0	67	32 4 0
			17	5 9 2
582	Pontlottyn, Infants - B. 5	- - -	58	34 3 0
582	Pontypridd - Ch. 4	- - -	130	51 17 11
582	Pontypridd - W. 4	- - -	167	84 0 1
			53	13 16 10
582	Porth - - B. 4	- - -	137	100 1 2
			13	5 19 2
583	Pyle, Bryndu Colliery - 2	- - -	239	122 19 0
584	‡Resolven, Village.			

a Refused under Article 52 *d*.

b For two years.

c Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
581	Ruddry - N.	40 0 0		
585A	Sketty - B. 7	- - -	50	25 17 6
585A	Sketty, Infts. B. *a*			
585A	Sketty, St. Paul's - N. 1	- - -	45	19 8 6
584	Skewen - N. 3	- - -	160	63 10 2
585A	Swansea - Ch. 2	1,149 4 0	313	167 13 11
585A	Swansea, Bethany Branch B. 6	- - -	110	49 0 6
585A	Swansea (Goat St.), Boys - B. 6	203 8 0	208 62	127 7 0 21 3 4
585A	Swansea (Queen Street), Girls B. 6	170 13 4	146	64 14 0
585A	Swansea, Mount Pleasant - B. 6	- - -	127 31	78 4 6 8 17 6
585A	Swansea, St. David's - R. 7	200 0 0	76 12	37 9 10 3 0 0
585A	Swansea, St. Helen's - B. 6	- - -	108	50 4 4
585A	Swansea, St. Helen's, Inf. 11	- - -	151	73 2 2
585A	Swansea, St. Peter's - N. 2	363 12 0	126	67 12 10
585A	Swansea, St. Thomas', Infants - - B. 6	- - -	137	65 18 5
585A	Swansea (South) - N. 2	714 8 0	621	335 1 6
585A	Swansea, Upper N.			
583	Tondû Iron Works - B. 7	- - -	321 73	135 3 6 24 5 10
581	Tonyrefail - B. 4	- - -	85	53 17 4
585A	Treboeth - B. 6	- - -	105	48 8 9
582	Treherbert - B. 4	- - -	105 25	60 0 0 12 9 2
582	Treorky United Collieries - 4	- - -	101	53 0 4
582	Troedyrhiw N. 11	- - -	197	68 4 4
582	Troedyrhiw - B. 5	- - -	123 8	25 0 5 4 5 0
582	Tydvils Wells, Boys - - B. *b*			
584	Tymaen (Cwm Avon) Infts. 4	- - -	228	83 16 11
585A	Wannarlwydd B. 7	- - -	73	41 11 2
581	Whitchurch Ch. 3	498 16 3	104	48 4 0
583	Wick - - N.	20 0 0		
582	Ynysybwl - B. 4	126 0 0	37	16 8 5
584	Ystalyfera - N. 3	- - -	364 75	176 19 4 17 5 10
584	Ystalyfera - B. 7	- - -	75	34 5 6
582	Ystradyfodwg B.			
582	Ystradyfodwy (Treherbert) N. 3	494 8 0	68 12	29 17 6 4 0 0
	MERIONETHSHIRE.			
606	Aberdovey, Mixed - 7	45 0 0	74	21 18 11
617	Aberllefenny B. 5	- - -	95	52 5 8
617	Arthog - N.	50 0 0		
616	Bala - - N. 8			
616	Bala - - B. 5	511 4 0	151	74 18 3
617	Barmouth - N. 10	*100 0 0 10 0 0	94	26 14 2
606	Bryncrug - B.	108 0 0		
617	Celynin - N. 10	- - -	34	11 11 9

a Amalgamated with N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	MERIONETH—*cont.*	£ s. d.		£ s. d.
617	Corris - N. 10	- - -	28	9 6
615	Corwen - N. 10	218 6 3	98	47 12
615	Corwen - B. 10	404 0 0	102	43 11
615	Cynwyd - N.			
617	Dolgelly - B. 5	285 10 0	139	35 8
617	Dolgelly - N. 10	277 0 0	152	68 11
617	Dolmelynllyn 10	- - -	33	14 19
617	Dyffryn - B. 5	199 6 0	83	42 7
618	Festiniog - B. 6	- - -	98 20	62 4 6 11
618	Festiniog - N. 10	38 17 3	71	42 11
618	Festiniog, Slate Quarries - B. 6	162 0 0	107 55	36 5 12 14
616	Glanrafon - B.	80 0 0		
615	Glyndifydwy B.	245 0 0		
618	Harlech, Charity - - Ch.			
616	Llandderfel - B. 5	- - -	53	19 18
615	Llandrillo - B.	157 13 4		
617	Llanelltyd - Ch.			
617	Llanenddwyn N.	*45 0 0		
618	Llanfair - N. 10	- - -	48	20 19
618	Llanfrothen N. 10	243 0 0	63 20	37 11 7 1
616	Llanfaur - N. *b*	*50 0 0		
615	Llansaintfraid (near Conway) N.	278 0 0		
616	Llannwchllyn N. 10	- - -	89 13	57 10 3 7
616	Llawr-y-Bettws N. 10	- - -	29	15 15
617	Mallwyd - N. 10	130 0 0	90	19 18
618	Penrhyn-deu-Draeth - Ch. 10	- - -	84	37 15
618	Penrhyn-dew-Draeth - B. 6	309 0 0	101	45 11
618	Talsarnau - B. 6	282 0 0	85	43 4
618	Tanygrisiau B. 6	260 6 10	86	17 2
606	Towyn - N. 7	- - -	46	14 11
606	Towyn - B. 5	335 14 0	104	46 17
606	Towyn and Pennal - B. 5	90 0 0	50	22 2
618	Trawsfynydd N. 10	70 0 0	91 23	46 0 8 7
	MONTGOMERY.			
606	Aberhosan - B.			
609	Arddlyn - P. 11	- - -	44	16 9
608	Berriew, Endowed - N.			
608	Buttington - N.	*33 0 0		
609	Bwlch-y-Cibans - N.	122 8 0		
607	Caersws - B. 10	- - -	103	43 12
607	Carno - B. 10	36 0 0	88	49 1
608	Castle Caereinion - - N. 10	- - -	37	7 5
606	Cemmaes - P. 9	- - -	65	23 8
606	Cemmes - B. 10	17 18 0	27	11 11
608	Churchstoke N. 10	236 15 8	85 10	55 13 3 1
606	Darowen - N.	60 0 0		
607	Dolfor - N. 9	141 8 9	34	10 17
606	Dylife - N.	128 0 0		
608	Forden - N. 10	105 0 0	97	36 7

b School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
MONTGOMERY—*cont.*	£ s. d.		£ s. d.
Garthbeibio N. 11	- - -	59	28 5 4
Guilsfield, Pool Quay - N. 11	212 0 0	75	33 18 4
		4	1 3 4
Llanbrynmair - - N. 10	150 0 0	76	33 10 7
Llanbrynmair - - B. 10	- - -	75	31 16 10
Llandinam - Ch. 10	- - -	74	38 0 10
Llandrinio - P. 11	65 0 0	59	46 6 7
Llandisilio - N.	*30 0 0		
Llandyssil - N. 10	- - -	49	31 0 6
Llanfair Caereinion - - N. 11	118 12 0	85	44 3 3
Llanfair Caereinion - - B. 10	183 0 0	89	42 15 0
Llanfechain N. 11	- - -	51	20 1 11
Llanfyllin - N. 11	70 0 0	127	49 0 5
Llanfyllin - B. 10	248 2 8	74	22 17 4
		9	2 9 2
Llangadfan - N.	22 7 6		
Llanidloes - N. 10	287 5 0	176	72 9 6
Llanidloes - B. 10	- - -	107	21 16 8
Llanllwchairn N. 9	- - -	129	58 16 3
Llanrhaiardryn-Mochnant B. 10	192 10 0	142	57 8 2
Llansaintfraid, New - - B. 10	- - -	63	21 8 6
Llanwrin - N.			
Llanwnog - N. 9	72 0 0	73	40 17 1
Llanwyddelan N. *a*	87 4 0		
Machynlleth N. 7	91 9 0	154	38 11 11
Meifod - N. 11	- - -	87	47 6 1
Montgomery N. 10	- - -	104	63 16 8
Newtown - N. 9	384 8 0	104	38 1 11
Newtown - B. 10	270 0 0	*b*	*c* 7 10 0
Penyffrydd - Ch. *a*			
Pontybontfawr N.	274 0 0		
Sarn - - Ch. 9	- - -	19	11 0 5
Trefeglwys - N. 9	- - -	61	26 1 7
Trefeglwys - B. 10	- - -		*d* 13 13 4
		64	1 4 8
			36 0 8
Trelystan - *a*			
Trewerne - Ch. 11	- - -	48	20 12 6
		11	3 0 10
Welshpool - B. 10	- - -	102	42 3 4
Welshpool, Boys and Girls - - N. 10	100 0 0	199	74 14 3
		18	4 5 0
Welshpool, Infants - N.	115 0 0		
Welshpool, the Belan - N.	60 0 0		
PEMBROKESHIRE.			
Amroth - N.	210 3 4		
Brawdy Tancredston - N. 3	81 0 0	28	8 4 3
Bryn Seion - B. 1	- - -	33	17 18 0
Burton - N. *e*			
Cilgerran - N. 6	135 15 0	66	22 0 0
Cosheston and Nash - - N. 3	285 3 0	69	32 7 4
PEMBROKE—*cont.*	£ s. d.		£ s. d.
593 Dogmells, St. P. 6	- - -	112	10 10 0
592 Fishguard - N. 3	219 0 0	134	37 5 4
591 Florence, St. N.	160 0 0		
592 Freystrop - N. 3	- - -	38	14 13 11
592 Haverfordwest N. 12	829 13 11	*b*	
592 Haverfordwest, Boys - - B. 1	*125 0 0	138	91 8 0
592 Haverfordwest, Girls and Infants - B. 1	- - -	110	61 6 8
592 Haverfordwest, Prendergast B. 1	- - -	61	27 15 0
592 Hubberstone N. 3	284 0 0	60	14 13 5
590 Jeffreston - N.	42 0 0		
592 Johnstone - N.	*17 0 0		
590 Lampeter Velfrey - N.			
592 Letterston - N. 3	81 0 0	34	7 10 11
592 Llandeloy - N.	327 0 0		
590 Llandewi Velfrey - P. 4	- - -	33	18 5 9
592 Llanrhian - N. 3	116 13 4	42	13 4 5
591 Llanstadwell, Endowed.			
590 Llawhaden N.	45 18 8		
593 Maner Divy N. *e*	*42 0 0		
590 Martletwy - N.	129 10 0		
592 Mathry, Mixed - Ch. 3	- - -	22	10 7 0
592 Milford Haven, Endowed - Ch. 3	- - -	68	17 8 5
		12	0 19 1
591 Milford, New B. 1	- - -	171	79 15 6
593 Moilgrove - B. 7	- - -	41	23 5 0
590 Narberth - N. 4	- - -	45	3 2 6
590 Narberth - B. 1	*40 0 0	105	64 18 6
591 Pembroke - N. 4	- - -	51	*f*
591 Pembroke - B. 1	147 3 9	108	58 13 6
591 Pembroke Dock - - N. 3	462 0 0	413	151 14 5
591 Pembroke Dock - - B. 1	351 0 0	231	111 0 1
592 Puncheston N.	269 0 0		
591 Pwllcrochan Ch. 4	- - -	36	11 5 0
590 Reynalton - B.	*30 0 0		
591 Rhydberth - N. 4	76 0 0	86	35 1 10
592 Roch - - N.	86 15 0		
592 Rudbaxton - N. 7	58 0 0		
592 Solva - - N. *a*	*75 0 0		
592 Solva - - B. 1	- - -	67	36 15 6
592 Spittal - N. 12	210 0 0	*b*	
591 Stackpole - N. 4	- - -	62	24 19 10
590 Tavernspite N. 4	171 0 0	39	10 8 6
590 Templeton - B. 1	*25 0 0	75	36 13 6
		16	7 0 0
591 Tenby - - N. 4	170 0 0	85	39 2 9
591 Tenby, Infts. N. 4	- - -	68	22 13 6
591 Tenby, New Hedges - Ch. 4	119 0 0	45	11 15 11
592 Thornton - B. 1	- - -	53	27 15 10
592 Trefgarn - B. 1	- - -	59	30 17 10
592 Trevine District - - B. 1			*b*
592 Uzmaston-cum-Boulston - N. 3	167 0 0	41	15 0 7
593 Velindre - B. 1	- - -	44	28 4 8

School closed. *b* Due, but not paid. *c* Paid under Article 90[1] (1). *d* Addition to grant for 1867.
e Removed from inspection. *f* Refused under Article 51 *d*.

No. of Dist., or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	PEMBROKE—*cont.*	£ s. d.		£ s. d.
592	Walton, West, and Talbenny N.	109 10 0		
591	Warren, Agricultural - 4	- - -	50	16 14 4
592	Wiston - N. 3	- - -	26	5 11 0
592	Wolfscastle - B. 1	*175 0 0	21	10 11 8
592	Zion Hill - B.			
	RADNORSHIRE.			
605	Abbey-cwmhir - - N. 5	- - -	32	12 12 8
602	Boughrood - N. 7	74 0 0	34	21 0 0
603	Cascob - - N.	134 0 0		
602	Clyro - - N. 7	276 0 0	45	20 13 6
605	Cwmtoyddur, Endowed - Ch. 5	- - -	51	5 15 0
599	Disserth Penkerrig - Ch.	130 0 0		
	RADNOR—*cont.*	£ s. d.		£ s. d.
604	Heyope - N. 5	156 7 6	31	13 2
599	Howey Village - - N. 5	- - -	31	23 19
604	Knighton - N. 5	515 0 0	191	79 14
605	Llanbadarnfawr - - N.	202 0 0		
604	Llananno with Llanbadarn Fynydd Glan Ithon Ch.	202 10 0		
605	Llanyre - N. 10	- - -	67	25 17
602	Llowes (Hay) Ch. 10	- - -	19	6 14
605	Nantmel - N. 5	156 0 0	32	16 3
603	Presteign - N. 5	- - -	61	7 6
603	Presteign - B. 10	- - -	51	28 13
603	Radnor, New N.			
603	Radnor, Old N.	220 0 0		

ISLANDS.

	CHANNEL ISLANDS.	£ s. d.		£ s. d.
	Alderney - N. 10	- - -	81	35 18 3
	Alderney - W.	150 0 0		
	Guernsey, St. John's - N. 10	432 10 0	321	173 19 4
	Guernsey, St. Marie du Castel's Inft. 10	- - -	51	25 9 10
	Guernsey, St. Peter's Port N. 10	- - -	443	238 2 0
	Guernsey, St. Peter's Port B. 10	*46 0 0	58	37 6 4
	" "	280 10 0		
	Guernsey, St. Peter's Port, St. Joseph's R. 7	- - -	133	65 10 4
	Jersey - - N. 10	*125 0 0	*b*	
	" - - "	51 0 0		
	Jersey, Gorey N. 10	*100 0 0	59	30 17 0
	Jersey, Grouville, Central N.	381 0 0		
	Jersey (St. Helier), St. Peter's and St. Mary's - R. 7	- - -	152	82 2 0
	Jersey, St. James' - N. 10	314 15 0	*a* 324	189 15 6
			369	196 4 4
	Jersey, St. Mark's - N. 10	321 2 6	*a* 214	104 10 0
			234	114 2 2
	Jersey, St. Owen's, Central - Ch. 10	277 12 6	88	51 8 2
	Jersey, St. Owen's - W. 10	300 15 0	83	62 5 0
	Jersey, St. Paul's - N. 10	- - -	152	104 19 2
	Jersey, St. Peter's - N. 10	267 10 0	71	42 0 0
	CHANNEL ISLANDS—*cont.*	£ s. d.		£ s. d.
	Jersey, St. Saviour's - N. 10	- - -	70	35 16
	Jersey, Trinity N.			
	ISLE OF MAN.			
	Arbory - - N.	*50 0 0		
	‡Bishopscourt, Model - N.			
	Cronkbourne N. 7	- - -	56	32 11
	Cronk-ne-Voddy, St. John's N.	48 10 0		
	Dhoon Bridge N.	*44 0 0		
	Dolby - - N. 7	- - -	83	59 1
	Dolby - - B.	*150 0 0		
	Douglas - R. 6	- - -	126	62 7
	Douglas, St. Barnabas' - N. 7	105 18 4	367	217 6
	Douglas, St. George's (Athol Street) - N. 7	- - -	426	186 9
	Douglas, Thomas Street - W. 5	- - -	186	97 3
	Douglas, Well Road - - W. 5	- - -	65	9 5
	Foxdale, St. Patrick's (Mining) - - Ch. 7	201 4 9	142	71 1
	Jurby - - Ch. 7	228 6 0	29	14 15
	Kirk Andreas N. 7	*72 0 0	71	40 16
	" "	72 6 0		
	Kirk Braddan N.	344 0 0		
	Kirk German, St. John's - N. 7	98 2 6	119	64 15
			15	8 4
	Kirk Marown P.			
	Kirk Maughold - - P.	140 5 0		
	Kirk Michael N.	67 10 0		

a For two years.

b Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.	No. of Dist. or Union in Census Table.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
ISLE OF MAN—*cont.*	£ s. d.		£ s. d.		ISLE OF MAN—*cont.*	£ s. d.		£ s. d.
Kirk Onchan P. 7	187 13 4	89	48 5 10		Peel, Mathematicaland Nautical -	112 0 0		
Kirk Patrick P. 7	200 0 0	88	52 0 2		Peel - - W. 5	395 0 0	116	54 13 4
Laxey Glen - N. 7	*38 0 0	190	98 15 6		Port, St. Mary's - N. 7	*75 0 0	70	41 0 0
Malew, Ballasalla - - N. 7	188 0 0	83	37 2 2		Ramsey - N. 7	*155 0 0	134	57 4 8
Malew, Castletown - - N. 7	*90 0 0	140	79 10 8		„ - „	122 15 3		
„ „ - „	181 6 0				Rushen (Boys') - P. 7	344 10 6	79	42 13 8
Malew, Grenaby - - N.	*50 0 0				Rushen (Girls') - N. 7	- - -	69	43 10 0
Malew, St. Mark's - Ch. 7	100 0 0	50	24 14 2		Santon - N.	100 0 0		
Man, Isle of, St. Jude's - N.	63 0 0				Sulby - - N. 7	*100 0 0	67	31 15 0
Peel, Christian, Endowed - N. 7	457 18 11	318	134 7 4					

SCOTLAND.

NOTE.—Ch. of S. or G.A. denotes that the School is in connexion with the *General Assembly of the Establishe Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., *Episcopal Church of Scotland*; R.C., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional* School; Par., a *Parochia* School; and Undl., that it is *Undenominational*.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
ABERDEENSHIRE.	£ s. d.		£ s. d.
Aberdeen, Bon Accord - - F.C. 10	*250 0 0	344	166 0 0
Aberdeen, Davidson's - - 9	- - -	159	22 1 8
Aberdeen, Dr. Bell's - - 9	- - -	—	23 0 0
Aberdeen, (Dr. Brown's), Skene Square - Ch.S. 9	- - -	210	53 13 4
Aberdeen, East Parish - - F.C. 9	- - -	191	68 13 4
Aberdeen, East Parish - - Sess. 10	*400 0 0 54 0 0	341	145 13 4
Aberdeen Female Orphan Asylum. 9	- - -	36	
Aberdeen, Gallowgate, Port Hill 9	- - -	131 50	24 0 0
Aberdeen, Granton Lodge.			
Aberdeen, Greyfriars - - Sess. 10	- - -	—	5 0 0
Aberdeen, Greyfriars - - F.C.	500 0 0		
Aberdeen, Guestrow Reformatory.			
Aberdeen, Holborn Ross - 9	- - -	—	*a*
Aberdeen, John Knox's - - F.C. 9	- - -	176	105 6 8
Aberdeen, John Knox's, Boys - Sess. 10	*100 0 0	—	*a*
Aberdeen, John Knox's, Girls - Sess. 10	*98 5 0		
Aberdeen, North F.C. 10	- - -	166	90 0 0
Aberdeen, North Parish - - Sess. 10	*300 0 0	256	101 0 0
‡Aberdeen, Old Mill Reformatory.			
Aberdeen, St. Andrew's, Boys Epis. 4	- - -	49	21 10 0
Aberdeen, St. Andrew's, Female (late St. John's) Epis. 4	- - -	158	90 0 0
Aberdeen, St. John's - - Epis. 4	- - -	124	43 5 0
Aberdeen, St. Peter's - - R.C. *b*			
Aberdeen, Shaw's Court, Female School of Industry - - 9	- - -	99	46 10 0
Aberdeen, Sheriff Watson's Female Industrial - 9	- - -	63	36 10 0
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Aberdeen, South Parish - - F.C. 10	165 0 0	442	260 17 6
Aberdeen, South Parish - - Sess.	*220 0 0		
Aberdeen (Sugar House Lane) Reformatory - -	204 0 0		
Aberdeen, Trades 10	- - -	99	23 0 0
Aberdeen, Union F.C. 10	295 0 0	161	57 15 0
Aberdeen, West Parish - - Sess. 10	382 8 9	—	*a*
Aberdeen, Woodside - - - F.C. 10	*150 0 0		
" " - "	30 13 4	267	124 5 0
Aberdour - - F.C. 3	105 0 0	50	15 0 0
Aberdour, New, Girls - - Par. 1	- - -	32	13 0 0
Abergeldie, Her Majesty's Female - - 4	- - -	24	7 10 0
Aboyne - - Par.			
Aboyne, Lady Huntly's Female - - 12	- - -	43	20 0 0
Alford, Female Ch. of S.			
Alford - - Par. 2	- - -	56	18 0 0
Alford Village Ch. of S. 2	104 0 0	60	16 5 0
Auchindoir - Par. 2	- - -	86	17 10 0
‡Auchindoir, Second Par.			
Auchterless, Female.			
Auchterless - Par. 2	- - -	57	16 10 0
Badenscoth Ch. of S. 2	285 5 0	58	14 0 0
Ballater, Female 4	- - -	53	33 10 0
Ballogie, Female - 3	- - -	44	36 6 0
Banchory Devenick - - - F.C.			
Belhelvie - - Par.			
Birkhall - - 4	- - -	20	3 15 0
Birse - - - Par.			
Blackburn, Female - - - F.C. 12	- - -	59	20 0 0
Blackhill.			
Bonny Kelly (New Deer) District - - -	148 0 0		
Boyndlie - - Epis. 5	- - -	38	29 11 0
‡Braemar, Achendryne - - R.			
‡Braemar, Inverey R.			
Braemar - Public 4	- - -	31	21 10 0
Bridge of Don, Subscription - G.A.			

a Due, but not paid.

b Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
IRDEENSHIRE—*cont.*	£ s. d.		£ s. d.
ndsea - - G.A. 10		*a*	
hanhaven			
bscription - 10	- - -	60	13 15 0
nhaven - G.A. 10	127 10 8	56	15 0 0
n, New - 11	277 19 0	56	40 0 0
mbanno, Madras 1	150 10 0	70	31 10 0
ney, Female 3	- - -	16	21 13 4
mey - - Par. 3	- - -	40	15 0 0
leton of Braemar			
ciety's.		*b*	
ny - - - Par. 2	- - -	32	16 10 0
stone - - Par. 3	- - -	81	16 10 0
indae, Female 2	- - -	39	21 13 4
ll - - - Par. 3			
hie, Female		*c*	
hie Side - 4	- - -	27	15 0 0
flen - - F.C. 12	57 0 0	41	15 0 0
flen (Lord			
rol's) - - Epis. 4	*90 0 0	88	43 5 0
erley District 2	- - -	24	20 0 0
almond - Par. 3	- - -	46	15 0 0
inestown - Epis. 6	- - -	62	13 2 6
nnie - - Par. 2	- - -	37	15 0 0
iot - - Par. 1	- - -	90	16 10 0
- - - Epis.			
r, Old - - F.C. 12	109 11 5	68	26 15 0
r, Old, Girls			
Ch. of S. 1	200 0 0	48	33 10 0
r, Old, Bul-			
rk, Girls - 1	- - -	49	14 0 0
r, Old, Clochan			
le - - - Par. 1	175 0 0	65	15 0 0
r, Old - - Par. 11	- - -	*d* 72	20 0 0
		d 67	35 0 0
r, Old, Shan-			
s Side - - Par. 1	- - -	86	15 0 0
mblade, Fe-			
le and Infant			
Ch. of S. 3	- - -	32	9 3 4
mblade - Par. 3	- - -	36	17 10 0
tt, Female - 2	- - -	37	29 15 0
on - - Epis.			
n, Female - 11	- - -	*d* 38	12 0 0
		d 40	12 0 0
n - - - F.C. 11	162 0 0	106	45 13 4
ry (Turriff) 2	123 0 0	79	23 0 0
gue - - Epis. 6	- - -	39	21 10 0
gue (Drum-			
lo) - - F.C. 1	- - -	52	39 0 0
gue - - Par. 3	- - -	71	20 0 0
gue-Side - Par.	117 0 0		
erburgh, Female			
dustrial - 10	- - -	110	92 15 0
erburgh - F.C. 11	492 0 0	96	57 0 0
erburgh - Par. 10	- - -	137	71 0 0
erburgh, St.			
ter's - - Epis. 5	758 0 0	123	80 11 8
erburgh, Tech-			
ry, Second. - Par. 1	180 0 0	47	15 0 0
ie, All Saints' Epis. 5	- - -	33	11 0 0
ie, Female			
Ch. of S. 11	- - -	90	45 0 0
ie - - - F.C. 1	- - -	45	15 0 0
ie - - Par.			
tly, Female			
Ch. of S. 3	- - -	31	13 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Garmond - - -	66 0 0		
Gartly, Congre-			
gational - - F.C. 2	- - -	34	20 0 0
Gartly - - Par. 3	- - -	31	20 0 0
Gilcomston - F.C. *e*	- - -	61	42 10 0
Gilcomston, North-			
field Mission - 9	- - -	95	57 0 0
Glenbucket, Fe-			
male - - F.C. 7	- - -	33	14 0 0
Glenfondland - G.A. 3	- - -	43	15 2 6
Huntly, Female			
Ch. of S. 12	- - -	95	30 0 0
Huntly - - F.C. 10	- - -	172	84 10 0
Huntly (Gordon)			
Industrial - F.C. 10	- - -	186	68 0 0
Huntly - - Par.			
Huntly, Second - Par.			
Huntly - - R. 4	- - -	43	16 5 0
Insch - - - F.C. 12	82 4 6	87	29 3 4
Insch - - - Par. 12	- - -	79	23 3 4
Inverury - - F.C. 11	120 0 0	—	*a*
Inverury, Infant F.C. 11			*a*
Inverury - - Par. 12	- - -	131	50 10 0
Inverury, St.			
Mary's - - Epis. 5	- - -	57	33 0 0
Keig - - - Par. 2	- - -	66	15 0 0
Keithhall, Kin-			
much, Female - 2	- - -	27	13 6 8
Kennethmont			
Female - F.C. 2	- - -	24	11 13 4
‡Kemnay - - Par.			
Kincardine O'Neill			
F.C. 2	- - -	39	35 0 0
Kincardine O'Neill,			
Village - - Par.	- - -	—	10 0 0
Kinellar - - Par.			
King Edward - Par. 2	- - -	69	21 10 0
Kingswells - F.C. 2	334 0 0	43	18 0 0
Kinord - Ch. of S. 3	- - -	25	11 13 4
Kintore - - F.C. 12	75 0 0	77	38 0 0
Kintore - - Par. 2	- - -	79	13 5 0
Knaven Denhead 12	- - -	58	13 15 0
Largie (Insch) - F.C. 2	192 0 0	57	31 5 0
Leslie - - Par. 2	- - -	61	16 5 0
Lesmore - - G.A. 3	- - -	36	21 10 0
Leylodge - Ch. of S. 2	210 0 0	43	13 15 0
Logie - - Epis. 5	- - -	36	30 10 0
Longhill - - G.A. 3	- - -	21	16 10 0
Longside - - Par. 11	- - -	56	15 0 0
Longside Mintlaw	86 12 6		
Lyne of Skene - F.C. 2	- - -	33	14 0 0
‡Machar (New) - Par.			
Meiklefolla - Epis. 5	- - -	55	17 0 0
Meldrum, Old - F.C. 11	123 0 0		*a*
Methlick, Girls - 11	132 0 0	72	10 0 0
Midmar - - Par. 2	- - -	28	16 5 0
Migvie - - G.A. 3	- - -	40	18 0 0
Millbrex District,			
Female - - 2	- - -	70	10 16 8
Mindurno, Mixed 2	- - -	36	13 0 0
Monquhitter - F.C. 3	- - -	70	13 15 0
Newburgh Side 11	- - -	*d* 88	20 0 0
		d 87	20 0 0
Newhills - - F.C. 11	6 12 6	91	55 10 0
Newseat, Female 1	- - -	—	
Oyne - - - Par. 3	- - -	80	17 10 0

a Due, but not paid.
b Forms part of a new school to be called "Braemar Public."
c School temporarily closed.
d For two years.
e School given up.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Peterculter - Par.			
Peterhead (Boys) F.C. 10	219 15 0	48	20 0 0
Peterhead (Girls) F.C. 10	- - -	215	99 15 0
Peterhead (Female) - - Par. 10	- - -	92	33 0 0
Peterhead, St. Peter's - - Epis. 5	- - -	82	23 0 0
Peterhead Academy - - - Par.	*650 0 0		
" " "	140 0 0		
Peterhead, East Parish - - G.A.	300 0 0		
Peterhead, Union Industrial - 10	120 0 0	63	15 0 0
Pitcaple - - F.C. 5	- - -	24	10 0 0
Pitsligo - - Par. 1	- - -	145	47 10 0
Pitsligo, New, Female - - 11	- - -	104	68 3 4
Pitsligo, New - Par. 11	- - -	148	35 10 0
Pitsligo, New, St. John's - Epis. 5	762 12 0	173	97 16 8
Port Elphinstone (Subscription) - - F.C. 11	103 10 0		*a*
Rathen - - G.A.	108 10 0		
Rayne, Old, Female - - Ch. of S. 12	- - -	57	29 0 0
Rhynie, Female Est. Ch. 3	- - -	34	23 6 8
Rhynie, Girls - 2	- - -	39	15 0 0
Rhynie - - Par. 3	- - -	87	18 0 0
Rosehearty, Female 3	167 12 6	93	27 15 0
Ruthvieston - F.C. 9	- - -	83	25 0 0
Savoch, Girls - 10	113 0 0	38	20 0 0
Skene - - F.C. 2	130 10 0	59	52 10 0
Stoneywood Works 11	- - -	—	26 10 0
Strichen, All Saints - - Epis. 5	- - -	46	8 6 8
Strichen, Female Ch. of S. 11	- - -	57	40 0 0
Strichen - - Par. 11	- - -	90	17 18 4
Tarland, Aberdeen Memorial 3	- - -	55	31 0 0
Tarves, Girls - 11	132 0 0	*b* 52 61	35 0 0 38 10 0
‡Tarves - - Par.			
Tillymorgan - Epis.			
Tornaveen - - Par. 3	- - -	45	15 0 0
Torphins - - Par. 3	- - -	76	34 0 0
Towie and Cushnie, Female - F.C. 7	- - -	52	38 15 0
Towie and Glenkindie Christian Knowledge Soc. 2	- - -	32	11 0 0
Tullynessle Ch. of S. 2	148 0 0	41	13 0 0
Tullynessle - Par. 2	- - -	63	16 10 0
Turriff - Fem. 11	- - -	100	63 0 0
Turriff - - Par. 11	- - -	108	16 10 0
Tyrie - - Par. 1	- - -	56	30 0 0
Udny, Female Ch. of S. 1	- - -	38	15 0 0
Udny - - - F.C. 12	97 7 0	66	39 0 0
Udny - - - Par. 1	- - -	37	15 0 0
Waterton of Echt Par. 2	- - -	53	30 0 0
Wells of Ythan - Par. 3	- - -	84	44 0 0
Whiterashes - Epis. 5	- - -	46	16 10 0
Whitestripes - G.A.			

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
ARGYLLSHIRE.	£ s. d.		£ s. d.
Acha (I. of Coll) - 7	- - -	25	20 0
Appin - - F.C. 7	291 12 0	34	20 0
Ardchiavaig, Christian Knowledge Society's - 8	- - -	30	15 0
Ardentinny - G.A. 6	- - -	27	
Ardgour Female 7	- - -	14	14 0
Ardrishaig - Epis. 8	- - -	80	29 3
Ardrishaig - F.C. 7	- - -	66	41 10
Ardrishaig - Ch. of S.			
Ardtun - - F.C.			
Ballachulish, South, St. John's - Epis. 8	- - -	52	25 8
Balligrant, Female -	- - -		
Industrial - 7	- - -	41	14 0
Barbreck, Female 7	- - -	20	13 0
Barcaldine - G.A. 7	- - -	34	20 0
Bowmore - - F.C.	87 10 0	*c*	
Bowmore - - Par. 7			
Bowmore, late Killarow, Female - - Indus. *d*			
Bridgend (Islay), Female - Indus. 7	- - -	38	15 0
Bridgend - - Par.			
Campbelltown, Argyll Street, Elementary Female 6	- - -	81	49 3
Campbelltown, Burgh and Parochial.			
Campbelltown (Dalintober), Miss Campbell's Par. 6	- - -	221	112 1
Campbelltown - Epis.			
Campbelltown - F.C. 6	- - -	120	83 15
Campbelltown, Kirk Street, Society's - - 6	- - -	59	16 2
Campbelltown, Reformatory.			
Campbelltown, United Female School of Industry - - 6	- - -	101	53 6
‡Caolis - - F.C.			
Carradale - - G.A. 6	- - -	22	15 0
Cornaigbeg, Female G.A. 7	- - -	45	10 0
Corpach - - G.A. 7	- - -	41	25 0
Corran (of Ardgour) 7	- - -	26	15 0
Craignish - Par. 7	- - -	43	15 0
Creich, Christian Knowledge Society's - - 7	- - -	33	7 10
‡Croish - - F.C.			
Dalilongart - G.A.			
Dervaig, Female Industrial - 8	197 0 0	31	14 0
Drumlemble - G.A. 6	- - -	23	15 0
Dunoon, Female Industrial - F.C. 10	145 0 0	74	34 10
Dunoon - - F.C. 10	- - -	80	35 0
Dunoon - - Par. 6	- - -	70	15 0

a Due, but not paid. *b* For two years. *c* School temporarily closed.
d To be merged into F.C. School.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
ARGYLLSHIRE—*cont.*	£ s. d.		£ s. d.
Rhunahourine - G.A. 6	- - -	51	15 0 0
Salen, Female Industrial - 8	- - -	24	13 0 0
Sandbank - G.A. 6	357 10 0	30	20 0 0
Southend - Par. 6	- - -	64	41 10 0
South Hall - F.C. 7	- - -	19	25 0 0
Stralachlan - Par. 7	- - -	22	15 0 0
Strone, Female - 6	- - -	33	11 0 0
Tarbert - F.C. 7	- - -	133	59 0 0
Tarbert - G.A. 6	- - -	70	30 0 0
Tighnabruaich-Side Par. 7	- - -	81	
Tobermory - F.C. 7	- - -	74	23 0 0
Tobermory, Girls' Industrial - G.A.	133 0 0		
AYRSHIRE.			
Alloway, Subscription - - 5	140 0 0	90	53 0 0
Alton Side.			
Annick Lodge Coal Works - 5	- - -	73	30 0 0
Ardeer Iron Works - - 11	- - -	269	125 18 4
Ardrossan Industrial 1	108 0 0	86	28 0 0
Ardrossan - Par. 4	- - -	184	119 0 0
Ardrossan - Sess. 4	*150 0 0	142	50 10 0
Arnsheen - - 5	- - -	51	13 6 8
Auchinleck Female 5	- - -	67	31 0 0
Auchinleck - Par. 4	- - -	115	62 0 0
Ayr - - Epis. 9	- - -	87	43 10 0
Ayr, Fish Cross District - F.C. 4	- - -	154	54 0 0
Ayr - - G.A.	200 0 0		
Ayr, Reformatory	158 15 0		
‡Ayr - - R.			
Ayr, Smith's Institution - 4	- - -	279	93 17 6
Ballantrae, Glennap Endowed - 3	- - -	19	15 0 0
Ballantrae - Par. 5	- - -	97	61 10 0
Barr Female Industrial - F.C. 5			
Barr - - Par. 5	- - -	58	43 3 4
Barrhill - F.C. 5	80 0 0	80	51 13 4
Beith, Endowed Industrial Ch. of S. 1	- - -	127	54 3 4
Beith - - F.C. 5	132 0 0	65	40 0 0
Beith, Gateside - 1	- - -	70	52 18 4
Beith, New Street United - Pres. 5	- - -	144	78 10 0
Beith - - Par. 1	109 0 0	118	35 0 0
Benston - - 4	- - -	32	
Blair Iron Works 11	- - -	241 / 49	92 13 4
Blair Mains - Par. 1	- - -	48	16 10 0
Burnside - - 11	- - -	75	10 0 0
Caprington, Infants 12	- - -	88	15 0 0
Catrine - F.C. 5	- - -	93	55 10 0
Catrine Public - 5	750 0 0	141	62 0 0
Colmonell, Female Industrial.			
Colmonell - Par. 5	- - -	75	42 10 0
Coylton - Par. 4	- - -	127	49 10 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
ARGYLLSHIRE—*cont.*	£ s. d.		£ s. d.
...noon, Female Par. 6	- - -	68	20 7 6
...eland (Bow-...re) - - F.C.			
...van (Christian ...owledge Society's).			
...nbarr, Society's 6	- - -	40	15 0 0
...nborrodale - G.A. 7	- - -	18	
...mcoe Side - Par.			
...ncoe - - F.C. 7	- - -	50	7 3 4
...inard - - F.C.			
...lipol - - Par. 7	- - -	66	11 0 0
...nish.			
...ishail - - 7	- - -	22	10 0 0
...erary Burgh Par. 7	- - -	115	68 10 0
...erary - - F.C. 6	- - -	50	34 0 0
...nlochspelve - Par. 8	- - -	12	10 0 0
...calmonell - Par. 6	- - -	48	18 0 0
...chenzie, Beau-...chantine - G.A. 6	- - -	28	20 0 0
...chonan - G.A. 7	- - -	31	15 0 0
...chonan - Par. 7	- - -	44	21 10 0
...larow and ...ilmeny - - F.C. 7	- - -	61	35 10 0
...lean - - F.C. 6	- - -	23	7 10 0
...lean - - Par. 6	- - -	16	21 10 0
...modan - - F.C. 7	- - -	31	21 10 0
...more - - Par. 8	- - -	—	33 6 8
...mun - - Par. 6	- - -	36	15 0 0
...ntraw - - G.A.			
...nloch - G.A.	*75 0 0		
...rkapol - - Par. 7	- - -	52	18 0 0
...rn (Dunoon) - Sess. 7	- - -	36	41 10 0
...apdale, North Par. 6	- - -	37	
...gavulin (Islay) Ch. of S. 7	- - -	51	23 5 0
...daig - - G.A. 8	- - -	35	
...more, Female *a*			
...more - - Par. 7	- - -	35	20 0 0
...chaline - - Sess. 8	100 0 0	52	20 0 0
...chdonhead - G.A.	82 0 0		
...chend - - F.C. 6	- - -	100	54 0 0
...chgilphead - Epis.			
...chgilphead - F.C. 7	- - -	168	86 0 0
...chgilphead - Par. 6	251 0 0	52	18 5 0
...chgoilhead ...illage - - 6	- - -	42	21 10 0
...tts - - G.A. 7	- - -	39	15 0 0
...elfort - - F.C.			
...ulindry - - F.C. 7	- - -	27	15 0 0
...tfield - - G.A. 6	- - -	29	20 0 0
...an, Female - 7	- - -	70	30 0 0
...an - - F.C. 7	150 0 0	84	32 10 0
...an, Infant - 7	- - -	45	28 0 0
...msary - G.A.			
...ninver - G.A. 6	- - -	22	16 10 0
...ll Strachur - 7	200 0 0	21	15 0 0
...ltalloch, Industrial 8	- - -	76	55 10 0
...rt Charlotte, ...emale Industrial 7	- - -	28	20 0 0
...rt Charlotte - G.A. 7	- - -	58	11 13 4
...rt Ellen, Infant ...nd Industrial - 7	- - -	48	28 0 0
...rtnahaven - F.C. 7	73 15 0	42	34 11 8
...rtnahaven, Parliamentary - 7	- - -	28	

a School discontinued.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
AYRSHIRE—*cont.*	£ s. d.		£ s. d.
Craigie - - Par. 3	- - -	53	24 18 4
Craigmark - - 11	- - -	241	85 18 4
Cronberry, Eglinton Iron Company 11	- - -	—	0 16 8
Crosshands, Rural 5	- - -	40	15 0 0
Crosshill Female 5	- - -	63	32 0 0
Crosshill - - G.A. 4	- - -	78	35 8 4
Crosshouse - Par. 4	150 0 0	122	54 0 0
Culroy - - Sess. 5	- - -	46	15 0 0
Cumnock, New - F.C. 4	- - -	106	66 10 0
Cumnock, Old - F.C. 4	- - -	176	33 5 0
Dailly - - F.C. 5	- - -	43	15 0 0
Dailly - - - Par. 5	- - -	65	38 3 4
Dalmellington, Ironworks, Kerse 4	- - -	119	51 10 0
Dalmellington, Ironworks, Waterside - 11	- - -	373	132 10 0
Dalmellington, Joint. Dalry, Female Industrial Ch. of S. 4	- - -	156	67 0 0
Dalry - - - F.C. 5	66 10 0	229 20	111 6 8
Dalry, Kersland Barony - Ch. of S. 4	138 0 0	188	76 0 0
Dalry, Love Lane G.A. 11	- - -	50	14 0 0
Dalry - - - Par. 4	- - -	329	119 5 0
Darnconnor Ch. of S. 11	- - -	194	86 10 0
‡Darvel - F.C. *a*			
Darvel Hastings' United - - 12	- - -	120	66 10 0
Dipple Side - - 7	- - -	50	15 0 0
Dreghorn (Cross Roads) - Ch. of S.			
Dreghorn - - Par. 12	- - -	143	50 10 0
Drybridge, Subscription - Ch. of S. 5	205 0 0	27	10 0 0
Dundonald - Par. 5	- - -	45	20 0 0
Dundonald, Old Rome - - F.C.			
Dunlop - - F.C. 5	- - -	42	15 0 0
Eglinton, Iron Works - - 11	637 0 0	247	97 10 0
Fenwick - - Par. 1	- - -	40	18 0 0
Fenwick, Subscription - - 3	- - -	59	12 10 0
Fisherton - - G.A.	67 10 0		
Fullarton - - F.C. 4	156 3 4	205	107 10 0
Fullarton - - G.A. 4	- - -	152	77 15 0
Galston - - Par. 4	- - -	127	35 0 0
Galston, Public - 11	- - -	190	91 10 0
Girvan, Charity 5	195 0 0	94	34 13 4
Girvan - - F.C. 5	- - -	63	19 3 4
Girvan, Henrietta Street, Female.			
Girvan, Industrial Epis. 9	- - -	130	61 13 4
Girvan - - Par. 4	- - -	159	85 8 4
Glengarnock, Iron Works - 5	- - -	225	90 3 4
Grongar Side - Par. 6	- - -	37	19 3 4
Hairshaw (Fenwick) - - 1	- - -	33	15 0 0
Hurlford and Portland Iron Works Subscription - 11	497 3 6	—	3 16 8

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grant (paid within Year ending 31 Dec. 1868) Average Attendance.	Amount.
AYRSHIRE—*cont.*	£ s. d.		£ s. d.
Irvine Public and Industrial - 11	310 0 0 *b*	161 31 195	95 10 71 6
Kerse Colliery.			
Kilbirnie, Female Industrial - 4	115 16 3 203 0 0	87 100	29 6 41 0
Kilbirnie - - F.C. 5	- - -	159 41	97 0
Kilbirnie - - Par. 4			
Kilbride, West, Female Industrial - - 1	213 6 0	26 58	12 0 38 15
Kilbride, West - F.C. 4	- - -	126 33	62 0
Kilbride, West - Par. 1			
‡Kilgrammie - Undl.			
Kilkerran (Hill Side) - - 5	- - -	70	21 10
Kilmarnock Academy.			
Kilmarnock - Epis.			
Kilmarnock, Female Industrial 12	- - -	150 196	58 0 73 10
Kilmarnock - Free 11			
Kilmarnock, Industrial, High F.C. 4	- - -	82	43 0
Kilmarnock, Reformatory.	- - -	152	62 10
Kilmarnock - R. 5			
Kilmarnock, Town Head District - 4	140 13 4	288	136 10
Kilmaurs, Female Burgh - 1	- - -	54 105	37 0 29 8
Kilmaurs - - Par. 4	- - -	259	125 0
Kilwinning - Par. 4			
Kingsford, Subscription - - 4	- - -	34	5 10
Kirkmichael Female - - 4	- - -	51	28 10
Kirkoswald, Female Industrial - - 4	- - -	41 64	10 16 18 3
Kirkoswald - Par. 5			
Largs, Brisbane, Endowed - 10	- - -	216	98 0
Largs, Female Industrial - F.C. 10	- - -	*c*	6 0
Largs, Female Industrial Ch. of S. 5	103 2 6 225 15 0	60	30 10
Largs - - F.C.	- - -	114	46 13
Largs - - - Par. 5			
Largs, New (Lade Street) - F.C.	403 13 4 120 0 0	26	15 0
Lendal - Ch. of S. 5			
‡Loudoun - - Par.			
Lugar Iron Works Ch. of S. 11	577 0 0	298	112 6
Mauchline, New Educational Inst. 11	- - -	157	49 0
Mauchline - Par. 11	- - -	122	26 10
Maybole, Industrial - Epis. 9	- - -	93	56 13
Maybole, Female Industrial - F.C. 5	- - -	80	33 10
Maybole, West Church - - 4	- - -	152	55 15

a Amalgamated with Darvel Hastings United School.
c Amalgamated with Largs Brisbane Endowed.
b For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LYRSHIRE—*cont.*	£ s. d.		£ s. d.
nkton - - F.C.			
rkirk Iron			
orks - - 11	- - -	—	*a*
rkirk - - Par. 1	- - -	130	32 10 0
wmilns - F.C. 4	252 0 0	256	133 10 0
wton-on-Ayr F.C. 4	180 0 0	115	64 0 0
wton-on-Ayr Par. 11	- - -	246	47 0 0
iltree - - F.C. 4	100 0 0	45	21 10 0
ceton - - F.C. 5	- - -	90	29 3 4
whiry - Ch. of S. 5	100 13 8	27	21 10 0
stwich, Burgh Ch. of S. 12	- - -	51	21 10 0
carton, New reet - - 5	- - -	98	15 0 0
carton - - Par. 7	- - -	145	39 18 4
dance Works 11	- - -	102	34 10 0
coats - - F.C. 5	363 4 0	167	79 15 0
coats - - R.C. 4	- - -	56	15 16 8
coats, Ryle's ill - - Par.	*150 0 0		
elmorlie Undl. 5	202 0 0	61	35 0 0
n - - - Par. 4	- - -	120	74 0 0
ir - - - Par. 5	- - -	42	
venston - Par. 4	- - -	166	66 10 0
warton - F.C. 4	158 0 0	74	48 0 0
warton, Institution - - 11	- -	188	91 15 10
aiton, Lady unter Blair's 4	- - -	27	5 0 0
mington - F.C.			
bolton, Fesale Subscription,			
bolton - - Par. 4	- - -	135	71 0 0
bolton, Subription - - 4	- - -	101	55 10 0
bolton - - Par. 4	- - -	135	71 0 0
oon Academy Ch. of S.	167 10 0		
oon - - F.C. 4	- - -	131	57 15 0
dlacetown Works 12	- - -	57	20 0 0
nitletts, Feuars 12	71 0 0	50	49 8 4
BANFFSHIRE.			
erchirder - G.A. 12	21 0 0	209	86 8 4
wah - - Par.			
radoul Female ndustrial - 3	171 0 0	55	28 0 0
uff - - F.C. 10	- - -	148	34 18 4
nff, St. Andrew's - Epis. 5	- - -	68	44 5 0
nff, Wilson's ducational Institution - Ch. of S. 10	*100 0 0	120	45 0 0
llie - - Par. 11	- - -	109	45 0 0
ecklaw, Mixed eligious - - 2	77 15 0	52	31 10 0
harm, Second Par. 11	214 0 0		
triphnie - Par.	- - -		
ckie - Epis. 5	- - -	55	12 10 0
ckie - F.C. 10	- - -	215	82 10 0
ckie - R.C. 4	- - -	76	23 11 8
ckie, United Pres. brach Second Par. 2	- - -	40	16 5 0

a Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
BANFFSHIRE—*cont.*	£ s. d.		£ s. d.
Chapeltown - R.C. 4	- - -	92	64 0 0
Cullen - - F.C. 10	- - -	78	15 0 0
Cullen - - Par. 1	- - -	88	
Cullen Seatown -	31 17 3		
Deskford - - Par. 1	- - -	63	34 0 0
Deskford - - F.C.			
Dufftown, Mixed R.C. 4	- - -	66	29 0 0
Dunlugais, Female 1	- - -	34	20 0 0
Easterfield, Female 1	- - -	20	10 0 0
Edingight - Ch. of S. 12	- - -	*a*	
Enzie - - F.C. 3	- - -	75	32 10 0
Enzie, Society. Fordyce - - F.C.	69 0 0		
Fordyce, Industrial - Ch. of S.			
Forglen, Female 1	- - -	52	
Glenlivat - - G.A. 2	- - -	42	18 0 0
Glenrinnes - G.A. 2	- - -	34	28 17 6
Grange (by Keith) - - F.C. 1	- - -	58	15 0 0
Grange - - Par. 2	- - -	64	25 0 0
Hilton (Banff) - Par. 1	- - -	62	15 0 0
Inveravon - - Par. 2	- - -	58	16 5 0
Inverkeithnie (Downies) - F.C. 1	- - -	34	15 0 0
Inverkeithnie - Par. 1	- - -	76	10 0 0
Keith - - F.C. 10	- - -	113	51 0 0
Keith - - Par. 11	- - - *b*	182	71 0 0
		182	91 10 0
Keith - - R.C. 4	- - -	33	3 6 8
Kirkmichael - Par. 3	- - -	41	16 10 0
Linhead, Female - 1	- - -	71	10 0 0
Longmanhill, Lord Fife's - 1	- - -	57	35 10 0
Lynn of Shenval (Glenlivat) - 2	- - -	45	15 0 0
Macduff - - F.C. 10	353 11 0	311	132 10 0
Macduff - - Par. 11	- - *b*	105	72 10 0
		99	46 13 4
Marnock, New - F.C. 1	- - -	141	124 10 0
Mortlach, Dufftown, Female - Ch. of S. 2	297 12 0	101	39 8 4
Mortlach - - Par. 2	- - -	92	34 0 0
New Mill, Society's 2	- - -	54	32 10 0
Ordiquhill - Par. 1	- - -	88	15 0 0
Park, Girls' - 1	- - -	68	39 0 0
Pitgair, Female Par. 1	- - -	58	20 0 0
Port Gordon Ch. of S. 2	- - -	73	35 10 0
‡Portnochie - G.A.			
Portsoy, Female Industrial - 11	107 0 0	52	17 10 0
Portsoy, Grammar Par. 11	180 0 0	160	49 0 0
Portsoy, Society's 11	- - -	76	15 0 0
Protston Hill - Par. 1	- - -	82	33 6 8
Rathven - - Par. 2	- - -	67	17 15 0
Rothiemay, Female - - Par. 2	- - -	40	14 0 0
Rothiemay - F.C. 1	- - -	107	40 0 0
Rothiemay - Par. 2	- - -	26	16 10 0
Tomintoul, Female - 3	- - -	25	15 0 0
Tomintoul, Parliamentary - Par. 3	- - -	82	68 13 4
Tomintoul - R.C. 4	- - -	90	57 15 0
Whitehills - G.A. 1	- - -	68	

For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
BERWICKSHIRE.	£ s. d.		£ s. d.
Abbey, St. Bathan's Par. 3	- - -	34	20 0 0
Allanton.			
Allanton, Female 3	- - -	24	11 0 0
Auchincrow - 3	175 0 0	54	32 10 0
Ayton, Female.			
Ayton, Infant and Sewing - 3	- - -	53	32 10 0
Ayton - - Par. 3	- - -	67	15 0 0
‡Berwick, Girls, Industrial.			
Bingham, District Ch. of S.			
Boston - - F.C. 2	- - -	112	67 0 0
Burnmouth - G.A. 3	188 0 0	66	20 0 0
Cranshaws - Par. 3	- - -	30	20 0 0
Dunse - - Par. 3	- - -	86	23 2 6
Earlstown - - F.C. 2	- - -	72	35 0 0
Edron - - Par. 3	- - -	22	23 6 8
Eyemouth - - F.C. 2	225 0 0	195	91 3 4
Eyemouth - - Par. 3	- - -	174	66 5 0
Greenlaw - - F.C. 2	245 10 0	119	60 10 0
Lauder - - F.C. 2	- - -	102	55 10 0
Lauder, Industrial and Infants - - 4	- - -	46	29 3 4
Lauder - - Par. 4	- - -	88	27 10 0
Leitholm - - F.C.			
Mertown - - Par. 3	- - -	65	23 0 0
Millbun - - 3	- - -	38	29 3 4
Milne Graden - Par. 3	- - -	26	21 10 0
Ninewells - Ch. of S. 3			
Paxton, Girls and Infants - - Par. 3	- - -	51	17 15 0
Paxton Village Ch. of S. 3	- - -	36	21 10 0
Renton (late Houndwood Grant's House)	50 0 0		
Reston - - Par. 3	68 0 0	67	16 10 0
Swinton - - F.C. 2	- - -	69	22 15 0
BUTESHIRE.			
Brodick - - Par. 7	- - -	64	35 10 0
Bute, Ragged Industrial.			
Corrie (Arran) Endowed - - 7			
Cumbrae (Isle of) F.C. 10	- - -	68	25 0 0
Kingarth - - F.C.			
Lamlash, Female Industrial - 7	- - -	39	7 0 0
Lamlash - - Par. 7	- - -	47	18 0 0
Port Bannatyne F.C. 10	- - -	25	11 5 0
Rothesay - - G.A.	118 0 0		
Rothesay, East - F.C. *a*			
Rothesay, East and West - F.C. 10	- - -	225	37 10 0
Shiskine Side - Par. 8	- - -	51	7 10 0
Sliddery - - G.A. 7	- - -	24	21 10 0
Whitingbay, Female - - 7	- - -	27	13 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grant (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount
CAITHNESS-SHIRE.	£ s. d.		£ s. d.
‡Achow - - F.C.			
Barrock - - G.A. 7	- - -	66	25 0
Berriedale - - G.A. 7	- - -	31	15 0
‡Bruan - - F.C.			
Canisbay - - F.C. 4	- - -	36	6 5
‡Canisbay - - Par.			
Dumbeath, Female - - 7	- - -	42	14 0
Dunn - - -			
‡Dunnet - - Par.			
Forss - - - G.A. 7	- - -	32	12 10
Freswick - - G.A. 7	- - -	30	23 0
Gersa - - - F.C. 4			
Greenland - - F.C. 4	- - -	44	16 10
Halkirk, Congregational - - F.C. *b*			
Halkirk, Female F.C. 4	- - -	46	14 0
Halkirk - - Par. 7	- - -	51	35 0
John o'Groats - G.A. 7	- - -	52	12 10
‡Keiss, Congregational.			
Keiss, Parliamentary - - - 7	- - -	32	18 0
Latheron - - Par. 7	- - -	86	65 10
Leurery - - G.A. 7	- - -	74	32 10
Lybster - - F.C. 4	83 0 0	122	64 0
‡Mey Society's Ch. of S.			
‡Newlands - - F.C.			
Olrig, Female - - 4	- - -	57	29 0
Olrig - - - F.C. 4	- - -	65	39 2
Pulteneytown Academy - - 7	*400 0 0	144	69 0
Pulteneytown - F.C. 4	112 0 0	137	62 0
Staxigoe Society's.			
Stroma Society's.			
Thrumster - G.A.			
Thurso, Benevolent Female - 4	- - -	105	64 14
Thurso - - F.C. 4	- - -	122	67 5
Toftingall - G.A. 7	- - -	25	18 0
Ulbster Society's.			
Watten - - F.C. 4	262 0 0	36	13 15
Watten - - Par. 7	- - -	36	18 0
Wick - - - F.C. 4	- - -	271	127 0
CLACKMANNANSHIRE.			
Alloa - - Epis. 2	- - -	179	91 3
Alloa, Juvenile and Infants' - 6	401 0 0	160	72 5
Alloa, Ragged and Industrial - *c*			
Causeway Head District - - - 3	- - -	45	29 3
Clackmannan Ch. of S. 6	140 0 0	114	54 0
Clackmannan, Female - - - 6	- - -	55	11 5
Coalsnaughton, Subscription. *c*			
Devon Alloa Colliery - - 11	- - -	46	
Forestmill, Subscription - - - 3	- - -	20	11 5

a Amalgamated with Rothesay East and West F.C. *b* School ceased to exist.
c Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
CLACKMANNAN—*cont.*	£ s. d.		£ s. d.
net Village - 6	- - -	49	32 10 0
nstrie, Sub-ription - - 11			*a*
chie, Sub-ription.			
icoultry Academy - - 11			*a*
icoultry - Par. 11	- - -	123	39 0 0
libody, Sub-ription - - Par. 11	- - -	143	37 10 0
UMBARTONSHIRE.			
xandria - F.C. *b*	120 0 0		
xandria, Anne rect - - F.C. 11	- - -	157	62 0 0
xandria - Par. 10	250 0 0	165	77 6 8
xandria Village - - - 10	- - -	49	7 10 0
ochar - - Par. 2	- - -	43	15 0 0
ahill (Mrs. wing's) Female dustrial - *b*			
ahill, Female Sess. 10	- - -	43	35 0 0
ahill - - Par. 10	- - -	137 / 137	66 0 0
wling, Public 10	- - -	62	13 15 0
rdross - - F.C. 1	- - -	30	13 0 0
rdross - - Par. 2	- - -	82	15 0 0
nbernauld, male - - 3	- - -	78	22 10 0
nbernauld - Par.			
monach Endowed - Ch. of S. 10	- - -	100	70 10 0
muir, Sub-ription.			
mbarton, Burgh / cademy - F.C. 12	- - *c*	297 / 333	81 15 10 / 150 13 4
mbarton - Epis. 9	- - -	131	49 0 0
mbarton - F.C. 12	112 0 0		
mbarton - R.C. 4	- - -	95	51 10 0
mbarton - Wes. 10	- - -	86	51 17 6
ntocher - F.C. ntocher Works 12	- - -	102	31 10 0
ifley - - Ch. of S.			
irlochhead, Public 2	- - -	30	15 0 0
rscadden Works 12	- - -	—	9 3 4
lensburgh - F.C. 11	240 0 0	99	66 10 0
lensburgh, Grant treet Mission 12	- - -	167	78 0 0
lensburgh, Quoad acra - Ch. of S. 10	- - -	155	67 10 0
lensburgh, Ragged ndustrial.			
lensburgh, Trinity - - - Epis.			
mestown (Bonhill) - - F.C. 11	- - -	69	41 10 0
lereggan - F.C. 12	423 0 0	*c* 58 / 59	21 10 0 / 25 0 0
lpatrick, New Par. 2	- - -	37	14 0 0
lpatrick (Old) F.C. 12	- - -	*c* 117 / 129	22 18 4 / 54 0 0
lpatrick (Old) Par.			

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
DUMBARTON—*cont.*	£ s. d.		£ s. d.
Kirkintilloch Industrial - - 3	- - -	111	21 10 0
Kirkintilloch, Kerr Street, Self-supporting - - 3	- - -	101	44 0 0
Kirkintilloch (The Oswald and Kirk-Session) Ch. of S. 11	650 0 0	128	76 10 0
Knockderry, Mixed 2	- - -	21	21 10 0
Luss - - Par. 2	- - -	31	23 0 0
Milton, Public - 12	168 10 0	91	39 0 0
Muirhead, South 3	- - -	33	12 10 0
Muirland Side - G.A.			
Renton, Female - G.A. 10	- - -	65	33 7 6
Renton, Infant and Female Industrial - - F.C. 11	- - -	53	14 0 0
Renton, Public - F.C. 11	- - -	91	72 3 4
Shandon - - F.C. 11	- - -	24	18 0 0
Waterside - - Undl.	87 5 0		
DUMFRIESSHIRE.			
Annan, Infant and Industrial - - G.A. 6	- - -	253	82 15 0
Annan Bonshaw Par.	200 0 0		
Annan - - Par.			
Brydekirk Infant and Female Industrial - - 6	88 18 0	73	32 10 0
Brydekirk - Par. 6	145 0 0	36	10 0 0
Capenoch, Infant 6	- - -	47	15 0 0
Carlaverock - Par. *d*			
Collin (Torthorwald) Side - Par. 6	- - -	67	18 0 0
Cummertrees - Par. 6	- - -	64	40 16 8
Dumfries - - Epis. 3	- - -	96	43 16 8
Dumfries (Catharinefield) - - Par. 6	- - -	47	15 0 0
Dumfries, Ladies' Benevolent Society's - - - 6	27 11 8	200	92 10 0
Dumfries, Mission - - - F.C. 4	- - -	138	35 0 0
Dumfries and Maxwelltown Educational Society's Common - - -	96 0 0		
Dumfries and Maxwelltown Ragged and Reformatory.			
Dumfries, St. Andrew's - - R.C. 5	- - -	94	35 0 0
Dunscore - - F.C.	212 0 0		
Eaglesfield Branch Parish and Assembly - 6	- - -	76	27 10 0
Ecclefechan - F.C. 4	- - -	55	24 11 8
Ecclefechan, Infant and Industrial - - 6	*50 0 0	56	33 0 0
Gasstown - - Par.	45 0 0		
Glencairn - - F.C. 4	- - -	61	23 0 0

a Due, but not paid. *b* School closed. *c* For two years. *d* Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	£ s. d.		£ s. d.
DUMFRIES—*cont.*			
Glencaple - - 6	- - -	59	20 0 0
Goodhope - Ch. of S. 6	- - -	71	34 10 0
Hightae - - F.C. 4	11 0 0	55	15 0 0
Hoddam - - Par. 6	- - -	95	50 10 0
Holywood - - Par. 6	- - -	71	27 15 0
Keir Lower - Par. 6	- - -	43	25 1 8
Kirkmahoe - F.C. 4	- - -	51	
Kirkpatrick Fleming - - - F.C.			
Kirkpatrick, juxta Parish - - 6	- - -	97	37 10 0
Langholm - - F.C. 4	207 0 0	143	45 0 0
Langholm, Infant.			
Langholm - - Par. 6	- - -	134	63 16 8
Locharbriggs - G.A.	50 0 0		
Lochmaben - F.C. 4	15 0 0	48	21 10 0
Lochmaben - Par. 6	208 9 0	133	48 3 4
Lockerby, Industrial - - F.C. 4	320 0 0	47	46 0 0
Mousewald - Par. 6	- - -	102	22 5 10
Newton, Girls' - 6	- - -	32	13 0 0
Penpont - - Par. 6	- - -	98	47 10 0
Ruthwell, Female and Industrial 6	- - -	36	15 0 0
Ruthwell - - F.C. 4	- - -	31	15 0 0
Sanquhar - - Par. 6	- - -	158	66 15 0
Shielhill, Tinwald - - Par 6	- - -	38	16 10 0
Sibbaldie - - Par. 6	- - -	51	29 11 8
Tinwald (Amisfield) - - Par. 6	54 0 0	59	18 0 0
Tynron - - Par. 6	- - -	19	18 0 0
Trohoughton - G.A.	30 0 0		
EDINBURGHSHIRE.			
Balerno, Subscription Ch. of S. 2	208 16 6	88	23 0 0
Barnton (late Lauriston), Female Industrial 1	- - -	50	33 0 0
Bellsquarry, Subscription - - 2	- - -	49	15 0 0
Bonnyrigg, Girls 4	- - -	107	7 10 0
Borthwick, Gorebridge, Heritor's - - - 2	- - -	46	27 15 0
Borthwick - Par. 2	- - -	64	40 18 4
Calder, East, Subscription - 2	192 2 6	104	47 15 0
Calder, Mid, Female - - 3	90 0 0	85	15 16 8
Calder, West - Par. 2	- - -	185	70 8 4
Calder, West, Subscription - - 3	- - -	71	21 10 0
Carrington - Par. 1	- - -	62	20 0 0
Cockpen - - F.C. 2	168 0 0	144	37 15 0
Colinton and Currie - - F.C. 1	117 0 0	54	21 10 0
Coltbridge (Lord Mackenzie's) - F.C. 2	103 10 0	96	49 3 4
Corstorphine - Par. 2	- - -	98 6	30 10 0
Cousland, District - - - F.C. 1	177 1 6	61	15 0 0
EDINBURGH—*cont.*			
Cramond - - F.C. 2	124 0 0	46	61 0 0
Cramond, Lennie 1	85 0 0	41	20 0 0
Cramond - - Par. 1	- - -	44	23 0 0
Crichton, Female Par. 2	- - -	95	32 13 4
Dalkeith Academy - - F.C. 1	248 0 0	253	116 3 4
Dalkeith, Dukeof Buccleuch's - 1	- - -	87	9 12 6
Dalkeith, Buccleuch, Infants 1	- - -	87	37 0 0
Dalkeith - - Par. 1	- - -	73	20 3 4
Dalkeith, Poors Sess.			
Dalkeith - - Sess. 1	- - -	38 15	9 3 4
Dalkeith, St. David's - - - R.C. 2	- - -	67	32 10 0
Dalkeith, St. Mary's - - Epis. 11	- - -	149	42 10 0
Dalmahoy, St. Mary's - - Epis. 11	- - -	—	4 3 4
Davidson's Mains Ch. of S. 1	- - -	92	29 0 0
Edinburgh, Buccleuch - - Sess. 7	*750 0 0	70	10 0 0
Edinburgh, Canongate - Burgh 7	250 0 0	192	67 5 0
Edinburgh, Canongate - - Sess. *a*	*350 0 0		
Edinburgh, Canongate, Christian Society's (Male) - - 7	- - -	128	30 0 0
Edinburgh, Canongate, Christian Society's (Female) - - 7	- - -	128	35 5 0
Edinburgh, Canonmills, St. Mary's F.C. 6	150 5 0	106	63 16 8
Edinburgh, Causewayside - - F.C.			
Edinburgh, Chalmers', Westport, Territorial - F.C. 7	- - -	199	106 10 0
Edinburgh, Dean Chalmers' - F.C. 6	- - -	169	82 10 10
Edinburgh, Dr. Thomson's - F.C.			
Edinburgh, Fountain Bridge - F.C. 6	145 0 0	267	116 16 8
Edinburgh, Fountain Bridge, West, Female Industrial 1	- - -	186	61 0 0
Edinburgh, Free High Ch. (Advocate's Close) 5	- - -	98	19 13 4
Edinburgh, Free, New North - F.C. 7	- - -	243	79 10 0
Edinburgh (Greenside), Dr. Bell's 7	- - -	403	134 15 0
Edinburgh, Greenside, Infants - 7	148 0 0	71	42 10 0
Edinburgh, High Church - - Sess.			
Edinburgh, High Riggs, St. Cuthbert's - - F.C. 6	- - -	129	61 2 6

a School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
EDINBURGH—*cont.*	£ s. d.		£ s. d.
nburgh, Holy-			
od - - F.C. 6	- - -	192	86 11 8
nburgh, John			
reet, Indust. 5	- - -	82	34 0 0
nburgh, Lan-			
terian - - 2	- - -	510	199 15 0
nburgh, Leven			
dge.			
nburgh, Marion-			
le, Original,			
gged.			
nburgh, Model			
F.C. 6	303 0 0	966	340 6 8
nburgh, Niddry			
, Dr. Bell's			
Ch. of S. 7	- - -	541	172 8 4
nburgh, Nor-			
rn District - F.C. 7	605 0 0	155	86 10 0
nburgh, New			
ey Friars - Sess.	254 0 0		
nburgh, Old			
ey Friars - G.A.	*845 0 0		
nburgh, Ori-			
nal Ragged			
dustrial (Ram-			
y Lane).			
nburgh, Pilrig F.C. 6	226 0 0	212	105 3 4
nburgh, Pleа-			
nce Territorial F.C. 7	281 0 0	244	119 10 0
nburgh,			
ractising - G.A. 10			*b*
nburgh,			
seburn - F.C. 1	- - -	47	21 10 0
nburgh, Rox-			
rgh Street - F.C.			
nburgh, St.			
drew's Hall Epis. 11	- - -	184	76 6 8
nburgh, St.			
drew's - R.C. 2	- - -	169	70 11 8
nburgh, St.			
n's, Niddry			
reet - - R.C. 2	- - -	421	69 10 0
nburgh, St.			
rnard's - Sess. 1	23 6 8	178	81 0 0
nburgh, St.			
therine's - R.C. *a*			
nburgh, St.			
lumba's - Epis. 11	280 0 0	*b*	
nburgh, St.			
orge's - Epis. 11	- - -	84	35 10 0
nburgh, St.			
orge's Local G.A. 4	- - -	343	132 10 0
nburgh, St.			
natius - - R.C. 2	- - -	163	52 13 4
nburgh, St.			
hn's, Prac-			
ing - - 11	- - -	280	130 16 8
nburgh, St.			
hn's - - Par. *c*			
nburgh, St. Mary's			
male Indust. Epis. *d*			
nburgh, St.			
ary's - - R.C. *a*			
nburgh, St.			
ary's (Horse			
ynd), Infants R.C.			
EDINBURGH—*cont.*	£ s. d.		£ s. d.
Edinburgh, St.			
Mary's (Lothian			
Street) - - R.C. 2	1,200 0 0	258	164 10 0
Edinburgh, St. Mary's,			
Canonmills - Sess. 7	- - -	288	139 0 0
Edinburgh, St.			
Patrick's (Market			
Street) - - R.C. 2	- - -	182	84 0 0
Edinburgh, St.			
Paul's (Carrub-			
ber's Close) - Epis.			
Edinburgh, St.			
Paul's District F.C. 7	300 0 0	381	151 0 0
Edinburgh,			
Stockbridge - F.C. 6	- - -	219	80 16 8
Edinburgh, St.			
Stephen's - G.A.	*800 0 0		
Edinburgh,			
Thistle Street			
(McLean's) Ch. of S. 3	- - -	118	73 16 8
Edinburgh, Tol-			
booth - - F.C. 7	- - -	141	45 0 10
Edinburgh, Tol-			
booth - - Sess.	*600 0 0		
Edinburgh,			
Trinity - - Epis. 11	- - -	250	83 3 4
Edinburgh, Tron			
Church, Female.			
Industrial - 2	- - -	90	60 0 0
Edinburgh, United			
Industrial.			
Edmonstone,			
Colliery - Ch. of S. *c*	- - -		
Edmonstone,			
Female - Ch. of S. 4	- - -	62	31 10 0
Fisherrow, English 1	- - -	96	76 10 0
Fisherrow - - F.C. 1	- - -	130	63 0 0
Fisherrow, Back			
of (Ragged) - F.C. 1	204 0 0	107	35 0 0
Gilmerton, Female.			
Glencross - - Par. 2	- - -	114	39 14 2
Gogar, Female Ch. of S.			
Juniper Green,			
Female - Ch. of S. 2	80 0 0	54	37 10 0
Kirknewton - Par. 2	- - -	50	24 3 4
Lasswade - - Par. 4	- - -	91	34 2 6
Lasswade, Sub-			
scription - - 4			
Lasswade, Whites-			
hill Colliery Ch. of S. 4	- - -	148	63 0 0
Leith, Hay's Me-			
chanics' - - 4	- - -	125	32 10 0
Leith - - R.C. 2	- - -	—	1 5 0
Leith, St. James' Epis. 11	735 0 0	428	187 5 0
Leith, St. John's F.C. 7	*550 0 0	234	122 0 0
Leith, St. Ninian's			
F.C. 7	*490 0 0	140	115 0 0
Leith, South - F.C. 7	650 0 0	284	93 6 8
Leith, South - Par.			
Leith, Victoria - F.C. 7	- - -	100	15 0 0
Liberton - - F.C. 3	- - -	64	6 5 0
Loanhead, Sub-			
scription - - 4	115 4 0	168	84 15 0
Meadowbank, Fe-			
male Indus-			
trial - Ch. of S. *d*			

a Now forms part of St. Mary, Lothian Street, R.C.
b Due, but not paid.
c School discontinued.
d Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
EDINBURGH—*cont.*	£ s. d.		£ s. d.
Morningside - F.C.	108 15 0		
Morningside, Subscription - - 3	- - -	84	32 6 8
Musselburgh Ch. of S. 2	- - -	71	53 10 0
Nellfield, Infant (Private) - Ch. of S. 2	- - -	42	11 0 0
Newbattle - - Par.			
Newbattle (Colliieries) - Ch. of S. 4	- - -	216 / 35	80 15 0
Newbiggin - F.C. 1	- - -	167	55 10 0
Newhaven, Free Fisherman's Society - - 7	- - -	84	30 10 0
Newhaven, Madras Ch. of S. 3	*311 0 0	213	89 16 8
Newington, Ch. Congl. 2	- - -	105	44 6 8
Newington - F.C. 7	300 0 0	243	115 10 10
Newlandrig, Subscription - - 2	- - -	46	10 0 0
Newton (Dalkeith) Par. 4	- - -	71	32 10 0
Pathhead Ford - F.C. *a*			
Penicuick - Ch. of S. 4	188 0 0	94	48 0 0
Penicuick - - F.C. 2	81 0 0	108	55 8 4
Portobello - - Epis. 11		*b*	
Portobello, Female 1	- - -	78	40 0 0
Portobello - - F.C. 7	- - -	74	23 0 0
Ratho, Female Ch. of S. 2	- - -	50	35 3 4
Ratho, New Subscription Ch. of S. *a*			
Roslin - - F.C. 3			
Roslin, Subscription - - - 4	- - -	57	15 0 0
Slateford, St. Cuthbert's, Subscription - - 2	*100 0 0 / 139 10 0	104	35 3 4
Stobhill - " - G.A. 4	202 10 0	167	35 10 0
‡Stobhill, Mission F.C.			
Stow - United Pres. 1	- - -	49	25 0 0
Temple - - F.C.			
Valleyfield, Infant and Industrial - - 2	- - -	91 / 73	63 13 4
Water of Leith, Original Infant 7	- - -	112	54 0 0
Whitehill (Dalkeith), Colliery 4	- - -	—	3 15 0
Wilkieston - F.C. 2	117 0 0	82	39 0 0
ELGINSHIRE.			
Advie Side - Par. 11	- - -	27	12 10 0
Archiestown - G.A.	101 0 0		
Bishopmill - G.A. 11	289 0 0	111	55 8 4
Burghead - F.C. 11	- - -	133	44 0 0
Burghead - G.A. 11	- - -	*b*	
Clackmarras District.			
Dallas, Girls, Industrial - - 2	- - -	21	21 13 4
Duffus - - Par. 12	- - -	61	38 0 0
Elchies - - Par. 2	- - -	58	16 10 0
‡Elchies, Second Par.			

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
EDINBURGH—*cont.*	£ s. d.		£ s. d.
Elgin, Anderson's Institution, Free 11	- - -	243	73 15
Elgin - - - Epis. 8	166 0 0	61	43 3
Elgin, Girls - - 10 / " - -	*150 0 0 / 79 13 0	228	96 10
Elgin, Trades - 10	*120 0 0	121	52 0
Findhorn - - 11	- - -	70 / c67	18 0 / 20 0
Fochabers, Milnes' Free - Ch. of S. 10	- - -	269	46 15
Forgie, Female. Forres - - Epis. 8	- - -	123	49 10
Forres, Female Industrial - 11	70 0 0	98	53 0
Forres, Infant - 11	- - -	161	48 10
Garmouth, Christian Society's - - 2	- - -	49	15 0
Garmouth - F.C. 11	80 0 0	61	26 10
Hopeman - F.C. 11	- - -		16 10
Hopeman - G.A. 11	- - -	58 / c68	40 0 / 20 16
Kinloss - Par. 2	- - -	39	
Kintessack (Dyke) 3	- - -	43	19 0
Knockando, Female Industrial - 2	124 10 0	25	16 13
Logie - - - 3	- - -	105	50 10
Lossiemouth - F.C. 11	- - -	117 / c115	45 10 / 62 0
Lossiemouth, Boys G.A. 11	522 1 6	192	79 16
Lossiemouth, Girls G.A. 11	- - -	92	47 13
Rafford the Burgie - - - 3	- - -	66	15 0
Rafford the Reade, Female Industrial 3	- - -	31	13 0
Rothes Society, Female - - 2	- - -	52	31 10
St. Andrew's, Lhanbryd - Par. 2	- - -	44	34 0
‡Speymouth - Par.			
Spynie - - Par. 2	- - -	38	16 5
Urquhart - F.C. 3	- - -	84	25 0
Urquhart - Par.			
FIFESHIRE.			
Aberdour - - F.C. 11	- - -	40	20 0
Aberdour - - Par. 4	- - -	89	53 0
Andrew's, St. (Fisher's) Ch. of S. 7	360 0 0	233	100 5
Andrew's, St., Infants - Ch. of S. 7	200 0 0	88	13 15
Andrew's, St. (Madras College) - - - 7			
Anstruther, Easter F.C. 11	222 0 0	187 / c202	48 0 / 37 10
Auchtermuchty F.C. 3	65 0 0	102	42 15
Auchtermuchty, Madras - - 5	278 0 0	121	53 16
Auchtermuchty Par. 5	- - -	123	60 0
Balmerino - Par. *d*			
Blebo Craigs, Girls' *a*			
Bogie, West - F.C. 6	38 15 0	42	10 8

a School closed. *b* Due, but not paid. *c* For two years. *d* Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
FIFESHIRE—*cont.*	£ s. d.		£ s. d.
Aberdour, Female - 3	- - -	51	20 0 0
Aberdour, Parochial - Par.			
Auchtertool, Fisk, Subscription - F.C.	80 0 0		
Balwearie - F.C.	- - -	93	38 15 0
Balwearie Village, Subscription - 6	500 0 0	131	74 0 0
Burnside, Subscription - 3	- - -	82	38 0 0
Burnside, Endowed	45 10 0		
Burntisland Burgh 6	- - -	164	89 16 8
Burntisland - Epis. 11	- - -	59	22 10 0
Burntisland Industrial - F.C. 10	- - -	199	79 0 0
Cameron - - Par. 5	- - -		18 0 0
Cambee - - F.C. 3	151 0 0	46	24 0 0
Canmore - Female 6	*110 0 0	92	46 10 0
Carnegies, Female Industrial.			
Carnegies - - - Par. 5	- - -	191	101 13 4
Carmy, Colliery Ch. of S.			
Carnsburgh, Self-supporting - 5	95 0 0	58	23 6 8
Carnock - - Par. 5	- - -	74	42 9 2
Carnegie - - F.C.	120 0 0		
Carnil - - Burgh 6	- - -	96	26 17 6
Carnil, Town and Har. - - - 6	- - -	96	44 5 0
Cupar, Madras Academy Ch. of S. 7	- - -	170	34 0 0
Cupar, Madras Academy, South Branch - - 7	170 0 0	200	32 5 0
Carsie - - Par. 6	- - -	49	16 10 0
Carsie - - F.C.			
Carsegety - Par. 4	- - -	84	39 0 0
Carnhead, Subscription - Ch. of S.	67 10 0		
Carnino - Ch. of S. 5	- - -	47	16 10 0
Carnibristle, Colliery 6	- - -	77	21 13 4
Carnbog - - Par. 5	- - -	56	15 0 0
Carnfermline Abbey F.C. 10	400 0 0	123	60 5 0
Carnfermline, Female Industrial Ch. of S. 7	645 0 0	563	167 0 0
Carnfermline, Golfarum (M'Lean's) G.A. 7	367 0 0	288	105 0 0
Carnfermline, St. Leonard's Works 7	- - -	249	134 10 0
Carnfermline, Trinity - - Epis.			
Carnfermline, Wilson's Institution.			
Carnshelt - Ch. of S.			
Carsart, Burgh and - - - Par.			
Carsart, Industrial 7	- - -	119	25 0 0
Carsart, Subscription 7	*330 0 0	65	20 0 0
" " "	140 0 0		
Carlsferry, Infant and Industrial F.C. 10	78 0 0	51	35 0 0
Carlsferry, Subscription - - 5	112 17 8	54	22 10 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
FIFESHIRE—*cont.*	£ s. d.		£ s. d.
Easter Fernie, Boys' - - Sess.	88 0 0		
Elie - - - Par. 5	- - -	72	38 0 0
Elie, Female and Infant - - 5	- - -	37	6 13 4
Falkland - - Par. 5	- - -	102	47 15 10
Ferryport-on-Craig F.C. 7	124 0 0	169	62 0 0
Ferryport-on-Craig Par. 5	- - -	123	40 3 4
Flockhouse - F.C. 3	- - -	67	17 10 0
Forgan - - Par. 5	- - -	60	18 0 0
Forth, Iron Works 6			
Freuchie, Girls - *a*			
Freuchie, Subscription - - 5	- - -	174	81 6 8
Gallatown, Subscription - - 11	434 16 0	143	70 0 0
Gilston, New, Subscription Ch. of S.	53 0 6		
Kelty - - - F.C. 3	- - -	90	41 6 8
Kembach - - Par.			
Kennoway - - Par. 6	- - -	106	52 0 0
Kettle - - Par. 5	- - -	123	45 0 0
Kettlebridge, Subscription - 4	- - -	60	15 0 0
Kilconquhar - Par. 5	- - -	108	36 10 0
Kilmany - - Par. 6	- - -	74	27 10 0
Kinghorn - - F.C. 10	- - -	37 / 39	25 0 0
Kingsbarns - Par. 6	- - -	132	55 15 0
Kirkaldy, Burgh G.A.			
Kirkaldy, Industrial Ragged.			
Kirkcaldy, Stewart's Lane, Female Subscription - - 10	- - -	114	22 0 0
Ladybank - Ch. of S. 5	340 5 0	92	64 0 0
Largo Durham Charity Ch. of S. 5	144 0 0	112	48 0 0
Largoward, Subscription - - 5	- - -	55	23 0 0
Lassodie, Colliery 6	- - -	89	15 0 0
Leslie - - - Par. 6	*430 0 0	128	65 0 0
‡Letham, Lady Leven's.			
Letham, Subscription - Ch. of S. *b*			
Leuchars - - Par. 5	- - -	101	20 0 0
Leven - - F.C. 10	- - - *c*	138 / 171	56 10 0 / 54 0 0
Limekilns, Village 6	- - -	85	47 0 0
Lochgelly (Iron Company's) Ch. of S. 6	387 15 0	366	153 13 4
Lumphinnans, Colliery - - - 3	- - -	62	16 10 0
Lundin Mill, Subscription - 5	330 0 0	124	64 16 8
Markinch - - F.C. 10	- - -	95	64 10 0
Markinch, Lady Balfour's - 6	- - -	87	16 5 0
Monance St., Infants - - G.A. 6	125 0 0	27	10 0 0
Monance, St. - Par. 6	- - -	61	21 10 0
Monimail - - Par. 4	- - -	43	21 10 0

a Amalgamated with "Freuchie Subscription." *b* School closed. *c* For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
FIFESHIRE—*cont.*	£ s. d.		£ s. d.
Monimail - - F.C.	90 0 0		
Newburgh, Madras, Female - Ch. of S. 6	318 0 0	86	52 19 2
Newburgh - Par. 6	- - -	171	79 15 0
Newport - - F.C. 7	182 0 0	100	42 10 0
Pathhead and Sinclairtown, Subscription - 10	338 10 0	318	127 0 0
Pitlessie - - F.C. 7			
Pittenweem, Burgh 6	76 0 0	77	18 0 0
Pittenween, Infant - - - 6	- - -	43	17 10 0
Prinlaws Works 6	- - -	258	42 6 8
Raith, Little Colliery - - Ch. of S. 6	- - -	159	68 10 0
Scoonie - - Par. 6	- - -	115	35 10 0
Sinclairtown, Hawklymuir, and Parkhead, Subscription - 6	- - -	100	44 0 0
Springfield - F.C. 7	219 0 0	64	16 2 6
Star, Subscription 6	- - -	93	36 10 0
Strathkinness Ch. of S. 5	- - -	89	37 10 0
Strathkinness - F.C. 7	100 0 0	112	42 10 0
Strathmiglo, Subscription - 5	- - -	120	68 6 8
Torryburn - - Par. 6	- - -	86	37 10 0
Thornton - - G.A.	180 0 0		
Townhill, Colliery.			
Wemyss, Colliery, Girls - - - 6	- - -	63	10 0 0
Wemyss, East - F.C. 10	378 0 0	85	52 10 0
Wemyss, East - Par. 6	- - -	131	66 6 8
FORFARSHIRE.			
Airlie - - - Par. 5	- - -	46	15 0 0
Aldbar, Private - 5	- - -	40	11 5 0
‡Arbilot - - Par.			
Arbroath, Dale Cottage Reformatory.			
Arbroath, Abbey Church - -	240 0 0		
Arbroath, East - F.C. 11	- - -	124	58 0 0
Arbroath, Educational Society's - - F.C.			
Arbroath - - Par. 6	- - -	320	104 18 4
Balkello, Self-supporting Ch. of S. 5			
Barrie - - F.C. 1	70 0 0	45	21 10 0
Blacklunnans - G.A.			
Bonniton - F.C. 1	168 0 0	45	25 0 0
Braes of Coull Ch. of S. 5	- - -	40	15 0 0
Brax, The Gwynd 5	- - -	39	20 0 0
Brechin - - F.C. 11	177 10 0	175	72 0 0
Brechin - - Par.			
Brechin, St. Andrew's - - Epis.			
Brechin, Infant	*220 0 0		
Brechin, the Tenements - 10	569 0 0	a363	108 10 0 154 15 0
Broughty Ferry F.C. 5	186 0 0	160	88 3 4
Broughty Ferry, Industrial - *b*			

a For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Broughty Ferry (West Ferry) - Sess. 7	- - -	122	40 10 0
Burnside of Inshewan - - G.A.	90 0 0		
Carmyllie Greystone - - F.C. 3	744 12 6	53	40 16 8
Carnoustie - F.C. 5	460 0 0	231	104 10 0
Carnoustie, Subscription.			
Carnoustie, Female United Pres. 5	- - -	50	11 13 4
Charleston - 5	- - -	73	10 0 0
Clova, Subscription - - 5			
Colliston - - F.C. 1	- - -	49	15 0 0
Craig - - - Par. 4	- - -	95	40 5 0
Craigo Works Ch. of S. 11	- - -	54	46 0 0
Craigton, Girls.			
Cupar Angus - F.C. 8	42 0 0	149	63 0 0
‡Cupar Angus - Par.			
Dudhope - - F.C. 5			
Dun - - - Par. 4	- - -	68	35 10 0
Dundee, Blackscroft East Church Par. 7	- - -	210	58 0 0
Dundee, Butterburn District, Subscription - 7	- - -	153	57 15 0
Dundee, Chalmers' - - F.C. 5	260 0 0	310	150 16 8
Dundee, Chapelshade - - F.C. 5	- - -	229	85 3 4
Dundee, East Church, Longwynd - - Par. 7	- - -	177	100 8 4
Dundee, Hill Town - - F.C. 5	400 0 0	355	128 13 4
Dundee, Meadowside, Male - Sess. 7	*870 0 0	175	78 10 0
Dundee, Meadowside, Female - Sess. 7	- - -	188	81 10 0
Dundee, Northeast District, Juvenile and Infant (Crescent St.) - - - F.C.	472 10 0		
Dundee Park Wynd, Infants F.C.	*240 0 0		
Dundee, Prince's Street Chapel - 7	- - -	170	22 0 0
Dundee, Rood Yards - - Epis. 4	- - -	149	67 0 0
Dundee, Rosebank - - Sess. 7	278 0 0	232	111 0 0
Dundee, St. Andrew's - - F.C. 6	- - -	262	136 16 8
Dundee, St. Andrew's - - R. C.			
Dundee, St. Andrew's - - Sess. 7	450 0 0	389	168 10 0
Dundee, St. David's - - F.C. 6	550 0 0	233	112 16 8
Dundee, St. David's - - Sess. 7	- - -	140	23 0 0

b School given up.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	£ s. d.		£ s. d.
FORFARSHIRE—*cont.*			
Dundee, St. Enoch's, Free Cong. 6	- - -	58	27 10 0
Dundee, St. John's, Boys - F.C. 6	*260 0 0	132	64 0 0
Dundee, St. John's, Girls - F.C. 6	163 12 6	152	63 13 4
Dundee, St. John's - - Sess. 7	355 12 0	246	105 10 0
Dundee, St. Mary Magdalene - Epis. 4	- - -	97	2 10 0
Dundee, St. Mary's - - R. C. 2	- - -	302 / 290	119 16 8
Dundee, St. Paul's (Boys) - - Epis.			
Dundee, St. Paul's F. C. 5	- - -	170	58 0 0
Dundee, St. Peter's - - F.C. 6	85 0 0	343	203 5 0
Dundee, St. Salvador's (Girls) Epis. 4	- - -	171 / 39	74 10 0
Dundee, St. Stephen's - R.C. 2	- - -	229	113 13 4
Dundee, Smithfield Epis. 4	- - -	59	2 10 0
Dundee, Wallace Town, Juvenile F.C. 5	- - -	280	139 3 4
Dundee, Wallace Town, Infant and Industrial F.C.			
Dundee, Wallace Town - - Sess. 7	- - -	158	30 0 0
Dunichen - F.C. 3	184 16 0	116	57 16 8
Dunichen - Par. 5	- - -	33	
Durn - - Par. 4	- - -	28	23 0 0
Duryden, Fisher-men's - - G.A.	80 0 0		
Duryden, Infants - G.A.	*75 0 0		
Dysla Society -	233 4 0		
Dysfar, Burgh.			
Dysfar, East Town and, Free - 5	200 0 0	187	105 0 0
Dysfar, Female Industrial - 6	388 0 0	149	69 0 0
Dysfar, North and, Burgh - 6	357 0 0	171	74 6 8
Dysfar - - Par. 6	- - -	125	21 10 0
Dysfar, West Town and, Free - 5	121 0 0	163	72 0 0
Edderingham, Girls - - F.C. *a*			
Eockheim - F.C. 1	- - -	90	32 10 0
Eockheim - G.A. 6	*70 0 0	88	27 15 0
„ „	100 0 0		
Emisla Brewfields - - F.C. 3	196 0 0	24	14 0 0
Emisla - - Par. 5	- - -	20	20 0 0
Ethie Ogilvy, The Hilton - 5	- - -	36	21 10 0
Fenfield, Free, St. John's, Fe-fide - - F.C.			
Ferbrothock - F.C. 11	- - -	220	93 3 4
Ferbrothock - Sess. 6	300 0 0	259	110 0 0
Ferkeilor - Par. 4	- - -	116	55 10 0
FORFARSHIRE—*cont.*			
Inverkeilor Chapelton, Par. Side 4	- - -	80	23 15 0
Kettins - Female 5	- - -	46	28 10 0
‡Kilry Society's.			
Kinnaird, Farnell, Female - - *b*			
Kinettles - - Par. 5	- - -	61	31 10 0
Kirkbuddo - F.C. 3	100 0 0	46	15 0 0
Kirriemuir, Industrial - - 6	- - -	117	55 13 4
Kirriemuir, St. Mary's - - Epis. 2	- - -	178	93 13 4
Kirriemuir, South - - F.C. 11	- - -	51	16 10 0
Kirriemuir, Webster's Seminary - - 6	- - -	235	87 6 8
Ladyloan - F.C. 11	20 0 0	222	122 6 8
Letham, Feuar's School - - 6	- - -	69	36 10 0
Lethnot and Narvar - - Female 4	- - -	26	16 0 0
Lethnot and Narvar - - - Par. 4	- - -	35	17 18 6
Liff - - - F.C. 3	132 0 0	44	21 10 0
Liff - - - Par. 6	- - -	44	20 0 0
Lintrathen, Female 5	- - -	33	13 0 0
Lintrathen - Par. *a*			
Loanhead - Sess. 11	335 0 0	98 / *c* 98	72 0 0 / 65 18 4
Lochee - - Epis. 4	- - -	147	47 5 0
Lochee - - F.C. 11	- - -	118	34 0 0
Lochee - - Sess. 6	*130 0 0	122	65 10 10
Lochlee - - Epis. *b*			
Lochlee - - Par. 4	- - -	35	16 10 0
Logie Pert - - Par. 4	- - -	43	27 5 0
Lunnanhead, Madras, Self-supporting - - G.A. 6	85 4 10	66	30 0 0
Mains - - Par. *a*	- - -	—	28 11 8
Mains and Strathmartin - F.C. 3	- - -	43	20 0 0
Maryton - - Par. 4	- - -	32	20 0 0
Marywell Village, Menmuir - - Par. 4	- - -	41	33 15 0
Milton - Ch. of S.			
Monifieth, Female 6	- - -	77	17 5 0
Monifieth - - Par. 6	- - -	75	43 0 0
Monikie, Female F.C. 1	- - -	64	36 0 0
Montrose, Castle St. Mission - - 11	373 5 0	96	49 11 8
Montrose, Dorward's Seminary, Upper - - F.C. 6	- - -	161	32 1 8
Montrose, Dorward's Seminary, Lower.			
Montrose, Hill Side - - F.C. 5	169 0 0	55	32 10 0
Montrose, Old, Female - - 4	- - -	24	28 15 0
Montrose, St. John's - Sess. 10	382 0 0	*c* 145 / 130	60 0 0 / 50 0 0
Montrose, St. John's - - F.C. 6	*200 0 0	219	105 15 0
„ „	126 0 0		

a Removed from inspection. *b* School closed. *c* For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	£ s. d.		£ s. d.
FORFARSHIRE—*cont.*			
Montrose, St. Mary's - - Epis. 4	- - -	92	41 10 0
Montrose, White's Free - Ch. of S. 10	- - -	151 *a* 141	68 0 0 77 0 0
Montrose, White's Place, Infant - 11	- - -	129	52 10 0
Muirland - Sess. 4	*60 0 0	46	14 0 0
Muirside of Kinnell, Female - 5	- - -	33	10 0 0
Pitkennedy, Subscription - - 5	68 0 0	17	10 0 0
Podge - - 5	- - -	46	11 0 0
Rescobie - - Par. 5	- - -	31	21 10 0
Scryne, Female (Panbridge) - F.C. 1	- - -	45	15 0 0
Stracathro - Par. 4	- - -	54	23 0 0
Strathmartine - Par. 6	- - -	46	10 0 0
Tannadice - Par. 5	- - -	86	21 10 0
Tealing - - F.C. 3	73 10 0	21	14 0 0
Vigeans St. - Par. 5	- - -	83	41 10 0
Vigeans St. (Colliston) Second Par. 5	193 2 6	48	15 0 0
Wateresk Side. Westmuir, Subscription - - 5			
Woodend, Female 4	- - -	36	10 0 0
HADDINGTONSHIRE.			
Aberlady - - Par. 4	- - -	85	21 10 0
Barns, East Ch. of S. 4	- - -	88	54 15 0
Belhaven, Infant and Industrial - 4	- - -	54	8 0 0
Berwick, North - Par. 4	- - -	130	16 4 2
Cockenzie District - - 1	- - -	124	48 1 8
Drem - - 4	- - -	24	21 13 4
Dunbar, Belhaven F.C. 2	64 0 0	43	34 0 0
Dunbar, - Burgh 11	- - -	120	55 0 0
Elphinstone - G.A. 11	- - -	—	*b*
Garvala, Female 4	- - -	74	16 13 4
Gladsmuir, Iron Works - - 1	- - -	55	5 7 6
Gladsmuir - - Par. 4	- - -	66	20 0 0
Haddington, Industrial - - F.C. 11	- - -	127	34 13 4
Haddington, Millwynd - - - 11	- - -	94	39 0 0
Haddington - Par. 11	- - -	—	1 10 0
Kingston Side - 4	- - -	57	18 15 0
Longniddry Ch. of S. 4	280 0 0	65	12 15 0
Longyster - Est. Ch. 4	- - -	38	15 0 0
Morrison'shaven District Elementary 2	- - -	74	25 0 0
Ormiston - - F.C. 2	- - -	43	23 0 0
Pathhead, St. Mary's - - R.			
Pencaitland - Par.			
Pencaitland (Newton) - - - 2			
Prestonkirk, Female - - Sess. 4	- - -	118	64 10 0
Prestonkirk - F.C. 2	100 0 0	109	75 17 6
Prestonkirk - Par. 4	- - -	118	53 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	£ s. d.		£ s. d.
HADDINGTON—*cont.*			
Prestonpans - F.C. 2	104 0 0	127	75 8 4
Salton - - Par. 2	- - -	33	20 0 0
Salton, West, Female - - - 2	- - -	39	15 0 0
Samuelston - 4	- - -	37	
Stenton, Female Par.	- - -	76	5 0 0
Tranent, Female, Subscription. 11	- - -	—	*b*
Tranent - - F.C. 1	72 10 0	123	36 0 0
Tranent - - Par. 11	- - -	—	*b*
Tranent, New Winton - Ch. of S. 2	- - -	76	29 0 0
Yester - - F.C. 2	- - -	61	25 16 8
INVERNESS-SHIRE.			
Aigas, Subscription - Ch. of S.			
Aodunban and Flashadder Ch. of S.	180 0 0		
Ardersier - - F.C. 2	- - -	115	59 10 0
Ardersier - - Par.			
Arnisdale - - G.A. 4	- - -	21	
Arnizort - - F.C.			
Balevanick, South Uist - - - G.A.			
Beauly - - F.C. 2	- - -	61	16 5 0
Beauly - - R. 4	- - -	30	21 10 0
Belleville - - G.A. 3	- - -	24	19 0 0
Blairbeg - - 4	- - -	49	14 0 0
Boleskine - - Par.			
Brae (Isle of Skye) - - F.C. 8	241 6 6	43	35 8 4
Braes Macdiarmid - - Endow. 8	- - -	28	15 0 0
Bunroy - - G.A.			
Camiscross - G.A.			
Cannich Bridge Ch. of S. 3	- - -	41	21 10 0
Carbost - - G.A.	125 0 0		
Colbost - Ch. of S.	85 10 0		
Corriemony, Female.			
Croy - - - Par. 3	- - -	44	21 10 0
Culloden - - F.C. 2	- - -	70	22 15 0
Dallarossie (Moy) G.A.	22 0 0		
Daviot - - F.C. 2	85 0 0	52	37 10 0
Dochgarroch - G.A. 3	- - -	65	32 10 0
Dores - - - Par. 4	- - -	58	34 0 0
Drumfearn District - - F.C.			
Duirinish - - Par. 8	- - -	36	18 0 0
Dulnain Bridge - 3	272 0 0	45	30 0 0
Dunskellar, Parliamentary - 8	- - -	43	12 10 0
Eskadale - - R. 4	- - -	16	10 0 0
Farraline Park (Bell's) - - 10	- - -	540 *a* 481	93 0 0 81 10 0
Flichity - - Epis. *c*			
Fort Augustus - G.A. 3	- - -	38	37 10 0
Fort William - F.C. 7	- - -	73	30 15 0
Glenconvinth - F.C. 7	- - -	61	15 0 0
Glengary - G.A. 3	- - -	37	20 0 0
Glenurquhart - Par. 4	- - -	66	48 15 0
Grantown, Female 3	- - -	40	15 11 0

a For two years. *b* Due, but not paid. *c* School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
INVERNESS-SHIRE—*cont.*	£ s. d.		£ s. d.
Grantown - - F.C. 7	- - -	132	49 0 0
Grantown, Grammar - - - 3	- - -	139	44 10 0
Harris, Lady Dunmore's Industrial.			
Harris - - Par. 8	- - -	24	16 10 0
Inverness, Dr. Bell's, Central 10	- - -	157	11 5 0
Inverness, Female Industrial - 10	- - -	140	49 10 0
Inverness - - G.A.	*125 0 0		
" - - "	87 0 0		
Inverness, Model F.C. 10	649 7 8	299	84 7 6
Inverness, Tanner's Lane Reformatory.			
Inverness, The Bishop's - - Epis. 8	530 0 0	163	91 10 0
Kilmalie - - Par. 4	- - -	59	35 0 0
Kilmonivaig - Par. 4	- - -	35	15 0 0
Kilmorack - Par. 3	- - -	60	41 6 8
Kineras - - F.C. 7	- - -	54	11 5 0
Kirkhill - - F.C. 2	- - -	88	19 5 0
Kirkhill - - Par.			
Kyleakin - - G.A. 8	- - -	36	
Loanmore - - F.C. 8	181 0 0	30	20 0 0
Moy - - - F.C.	75 12 0		
Mussady, Female.			
Nairnside - - 2	- - -	51	21 5 0
Newtonmore			
Nigg (Kingussie) - F.C. 7	- - -	110	6 5 0
Penefiler - - G.A. 7	- - -	19	20 0 0
Portree, Congregational - - F.C. 8	- - -	42	12 10 0
Raasay - - F.C. 8	- - -	20	15 0 0
Resolis, Congregational - F.C. 8	133 0 0	40	15 0 0
Resolis - - Par. 8	- - -	32	15 0 0
Strathherrick - F.C. 2	226 16 0	55	42 10 0
Strathnairn - Epis. 8	- - -	62	15 0 0
Tarbet - - G.A.			
Tomnacross - Par. 3	- - -	83	30 0 0
Trigg - - - G.A. *a*			
Uist, North - F.C.			
KINCARDINESHIRE.			
Arbuthnot - Par. 4	- - -	35	16 10 0
Balfour - - - 4	- - -	16	14 0 0
Banchory, Devenick - - Par. 3	- - -	104	55 10 0
Banchory, Ternan, Grammar and Par. 12			
Banchory, Ternan, F.C. 5	206 15 0	102	55 10 0
Benholme - - F.C. 11	- - -	61	21 10 0
Bervie, Gordon's, Female Estab. Ch. 11	- - -	77	
Bourtreebush, Girls and Infants Mixed F.C. 5	- - -	36	11 0 0
Brachmont - F.C.			

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
KINCARDINE—*cont.*	£ s. d.		£ s. d.
Catterline - - Epis. 4	- - -	—	3 15 0
Cookney - - Par. 3	137 8 4	45	18 0 0
Cove - - - Epis. 5	- - -	19	14 0 0
Crathes, Female 3	- - -	42	14 0 0
Cyrus, Saint - F.C. 5	- - -	90	56 10 0
Cyrus, Saint - Par. 4	- - -	66	38 0 0
Cyrus, Saint, Porteous, Female - 4	- - -	33	10 0 0
Cyrus, Saint (Straton's Endowed), Female - - 4	- - -	47	30 0 0
‡Drumlithie - F.C.			
Drumlithie, St. John's - - Epis. 4	- - -	11	16 6 8
Dunnottar - Par. 11	- - -	66	27 10 0
Fasque - - Par. 4	- - -	56	42 10 0
Fettercairn - F.C. 5	59 0 0	87	58 13 4
Fettercairn - Par. 5	- - -	94	51 5 0
Fordoun (Boys and Girls) - - F.C. 5	- - -	41	37 6 8
Garvoch - - Par. 4	- - -	35	23 0 0
Glenbervie - F.C. 5	- - -	45	22 10 0
Inch - - - 4	- - -	45	29 0 0
Inchmarlo - G.A. 3	- - -	38	20 16 8
John's Haven, Female - - G.A. 11	- - *b*	107 / 108	15 0 0 / 18 0 0
Kinneff Barras.			
Kinneff - - Par. 4	- - -	53	25 0 0
Laurencekirk - Epis. 4	- - -	85	39 12 6
Laurencekirk, Congregational F.C. 5	- - -	92	55 13 4
Laurencekirk - Par. 5	- - -	120	23 0 0
Luthermuir Ch. of S.			
Maryculter, Boys F.C. 5	- - -	39	5 0 0
Marykirk - Par. 4	- - -	72	49 10 0
Mossy Hillock Undl. 3	- - -	30	19 0 0
Newtonhill - Epis. 4	- - -	36	13 0 0
Nigg, Cove - Par. 2	- - -	27	7 10 0
Porthlethen - 2	- - -	105	30 0 0
‡Rickarton, Subscription.			
Scollie's Cross.			
Stonehaven - Epis. 4	- - -	85	38 10 0
Stonehaven - F.C. 9	- - -	99	38 0 0
Stonehaven, Industrial, Female, Epis. 4	- - -	24	13 0 0
‡Stranathra - Epis.			
‡Tannachie, District.			
‡Tipperty, District 5	- - -	32	5 0 0
Waterlair, Subscription - - - 5	- - -	20	23 0 0
KINROSS-SHIRE.			
Fossoway - - F.C. 3	80 0 0	58	16 10 0
Fossoway - - Par.			
Kinross - - F.C. 3	115 0 0	139	68 13 4
Maryburgh Ch. of S.			
Milnathort, Brand's - - 3	- - -	132	74 10 0
Orwell - - Par.	- - -	109	50 10 0
Portmoak - - F.C. 3	- - -	35	12 10 0
Portmoak - - Par. 5	- - -	63	31 10 0

a School closed.

b For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
KIRKCUDBRIGHTSHIRE.	£ s. d.		£ s. d.
Auchencairn - F.C. 6	75 0 0	81	21 10 0
Balmaghie (Laurieston) - - F.C. 6	78 0 0	25	16 10 0
Balmaghie (Laurieston) - - Par.			
Barnbarrock, Subscription - 2	- - -	36	20 0 0
Borgue - - F.C. 6	- - -	64	35 0 0
Bridge of Dee Ch. of S.			
Buittle, High - Par. 2	- - -	40	23 0 0
Buittle Woodhead Par. 2	- - -	47	16 10 0
Cally, English - Epis. 3	- - -	63	54 0 0
Castle Douglas, Female - - 2	- - -	35	37 18 4
Castle Douglas - F.C. 6	304 1 3	170	91 18 4
Castle Douglas - Par. 2	- - -	46	11 0 0
Corsock, Boys - 6	- - -	33	17 18 4
Corsock, Female Industrial - 6	- - -	57	20 5 0
Creetown - - G.A.	42 10 0		
Crocketford - 2	- - -	45	
Dalbeattie, Female - - 2	176 9 4	35	12 0 0
Dalbeattie - - F.C. 6	140 0 0	100	47 6 8
Dalbeattie - - Par. 2	55 0 0	136	77 6 8
Dundrennan - F.C. 6	128 0 0	54	27 10 0
Gatehouse, Girthon, Female Ch. of S. 3	- - -	33	15 0 0
Gatehouse - - F.C. 6	158 5 0	70	36 10 0
Girthon - - Par. 3	- - -	68	32 0 0
Irongray (Shawhead) - - F.C. 4	- - -	29	15 0 0
Irongray (Shawhead) - - Par. 2	- - -	42	20 0 0
Kells - - - Par. 2	- - -	67	26 16 8
Kirkbean - - Par. 2	- - -	93	36 10 0
Kirkcudbright, Johnston - - F.C. 6	- - -	158	20 16 8
Kirkcudbright, Old Church - G.A. 3	- - -	116	52 2 6
Kirkcudbright, Town-End - Sess. 3	- - -	75	40 0 0
Kirkdale, Subscription - 2	53 0 0	31	25 0 0
Kirkgunzeon - Par. 2	- - -	74	8 2 6
Kirkmabreck - G.A. 2	- - -	83	46 2 6
Kirkpatrick, Durham, Female Industrial - 3	- - -	37	4 3 4
Kirkpatrick, Durham - - - Par. 3	- - -	94	33 0 0
Laggan Branch - Par.	221 0 0		
Maxwelltown, Burgh - - 11	292 7 6	254	117 10 0
Maxwelltown - F.C. 6	133 12 6	82	59 16 8
Path (Lady H. Maxwell's) - Ch. of S.			
Rhonehouse by Kelton - - Par.			
Roughtree (Irongray) - - Par. 2	- - -	35	
Terregles - - Par. 2	- - -	37	16 10 0

a School extinct.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
KIRKCUDBRIGHT—*cont.*	£ s. d.		£ s. d.
Tongland - - Par. 3	- - -	29	16 10 0
Tongland (Ringford), Female Industrial - 6	- - -	45	14 0 0
Troqueer - - Par. 2	- - -	58	49 10 0
Troqueer, Whinnyhill - - Ch. of S.	54 10 0		
Urr - - - Par. 2	- - -	63	31 10 0
Urr-Haugh - Par.	161 15 0		
Urr-Milton - Par.	72 0 0		
Whinnie Liggate 2	- - -	43	20 0 0
LANARKSHIRE.			
Abington (Sir H. Colebrooke's) - 4	- - -	48	21 10 0
Airdrie (Alexander's) - - 7	- - -	242	134 15 0
Airdrie, East Parish (Rawyard's) - - G.A.	*150 0 0		
Airdrie, Free West Church - - F.C. 2	372 10 0	220	121 3 4
Airdrie - - R.C. 3	- - -	272	93 11 4
Airdrie, St. John's - - Epis. 10	- - -	181	91 18 0
Allanton - - 7	- - -	85	39 0 0
Arden, Subscription.			
Auchinearn - Par.			
Auchinheath, Boys, Subscription - - - 4	- - -	91	30 0 0
Auchinheath, Girls - - 4	- - -	95	59 0 0
Avondale - - Par.	*250 0 0		
Bargeddie - - Sess. 8	- - -	187	12 15 10
Bellshill, Subscription - -	270 0 0		
Bent, Subscription - - - 8	- - -	57	5 0 0
Biggar, Female Industrial - 4	71 11 3	93	48 10 0
Biggar, Infants - G.A. *a*	75 0 0		
Biggar - - Par. 4	- - -	102	54 0 0
Biggar, Subscription - - - 3	245 0 0	73	50 0 0
Bishopbridge Ch. of S. 1	- - -	—	39 0 0
Blackquarry - F.C.			
Blantyre - - Par. 3	- - -	75	31 0 0
Blantyre Works 3	- - -	144	63 16 8
Bothwell, Uddingstone - - F.C. 2	98 0 0	137	71 8 4
Bothwell - - Par.	*60 0 0		
Braehead, St. Andrew's - Par. 8	123 10 0	88	43 0 0
Braidwood, Subscription - - 5	- - -	92	34 13 4
Bridgeton - - F.C. 3	220 10 0	299	163 16 8
Bridgeton - - Par. 2	*600 0 0	260 / 49	108 11 8
Bridgeton, Public 12	*375 0 0 / 72 0 0	—	*b*
Broomgate " - G.A."	*225 0 0		
Calder Iron Works 8	- - -	209	60 10 0
Calderbank, Monkland Iron Works 8	- - -	190 / 34	70 17 6

b Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Cambuslang, School of Industry - 8	- - -	33	31 10 0
Cambuslang - Par. 5	- - -	78	13 8 4
Cambuslang, Subscription - - 5	- - -	133	68 0 0
Cambusnethan - Par. 7	- - -	127	30 0 0
Carfin, Colliery - 7	- - -	74	14 6 8
Carfin - - R.C. 3	- - -	144	77 16 8
Carluke - - R.C. 3	- - -	71	54 6 8
Carmyle (Old Monkland) - 4	- - -	65	20 0 0
Carnbroe Iron Works - - 8	380 0 0	135	53 15 10
Carnwath - - F.C. 3	- - -	46	25 0 0
Carnwath - - Par. 4	- - -	70	42 10 0
Carnwath (Forth), Subscription - 8	226 17 6	88	21 10 0
Carstairs, Caledonian Railway Company's - 4	- - -	110	54 10 0
Chapel, District - 7	212 0 0	101 23	15 0 0
Chapelhall (Airdrie) - - R. 3	- - -	121	37 10 0
Chapelhall Iron Works - - Par.			
Chapelton, Subscription.			
Chryston, Female, Subscription - 3	*70 0 0	24	15 0 0
Chryston - - F.C. 3	178 0 0	80	23 0 0
Clarkston - - 1	- - -	139	14 11 8
Coatbridge, Dundyvan Works - 2	- - -	348	126 18 4
Coatbridge - Epis.			
Coatbridge - F.C. 2	177 15 0	232	98 10 0
Coatbridge, St. Patrick's - - R.			
Coltness Iron Works - - 7	842 0 0	638	256 5 0
Coltness Iron Works (Mayfield) - - 7	- - -	140	22 10 0
Coltness Iron Company (Overtown) - - 7	- - -	294	11 0 0
Covington - - Par. 2	- - -	34	21 10 0
Craigneuk, Public 7	441 6 9	438 78	139 0 0
Crawford - - Par. 4	- - -	51	10 0 0
Crawfordjohn, Female - - 4	- - -	25	10 0 0
Crawfordjohn - Par. 4	- - -	34	3 15 0
Crossford, Subscription - 4	- - -	89	15 0 0
Crosshills, Branch Par. 2	- - -	86	38 0 0
Dalserf - - Par. 4	- - -	111	45 0 0
Dalziel, Colliery 4	- - -	95	18 15 0
Dalziel - - Par. 4	- - -	154	52 10 0
Eastmuir - - R. 5	- - -	112	44 0 0
Ellsridge Hill - 4	- - -	39	13 0 0
Faskine and Palacecraig - Estab. Ch. 3	- - -	78	13 10 0
Fullarton, Clyde Iron Works - 5	- - -	209	88 13 4
Gain (near Airdrie).			

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Garnqueen, Subscription - 7	- - -	39	7 10 0
Gartsherrie, Fourth - - G.A. *a*			
Gartsherrie, St. George's - - Par. 2	- - -	135	15 0 0
Gartsherrie, St. James' - Ch. of S. 2	- - -	161	124 6 8
Gartsherrie, St. Mary's - Ch. of S. 2	650 0 0	28	13 0 0
Gartsherrie Works, 1st division, Ch. of S. 7	949 0 0	366	60 5 0
Glasford - - Par. 3	- - -	64	17 10 0
Glasgow, Anderston, Burgh Sch. of Ind. - - 2	*850 0 0	315	163 13 4
Glasgow, Anderston - - - F.C. 3	- - -	177	103 0 0
Glasgow, Balfour, St. Paul's, Boys - - Par. 4	- - -	243	72 5 0
Glasgow, Bluevale - - - Sess. 11	250 0 0	184	88 10 0
Glasgow, Bridgegate (Old Wynd) F.C. 2	- - -	304	92 16 8
Glasgow (Broomhill Street) - Sess. *b*			
Glasgow, Broomielaw, Carrick Street - - 2	- - -	105	80 8 4
Glasgow, Brownfield, St. George's Boys' Indust. - 2	*700 0 0	92 28	46 10 0
Glasgow, Brownfield, School of Industry - - G.A. 2	*600 0 0	147	75 3 4
Glasgow, Chalmers' Street Sess. 3	*760 0 0	195	129 0 0
Glasgow, Christ's Church - - Epis. 10	*425 0 0	174	62 0 0
Glasgow, College - - - Par. 1	400 0 0	200	90 0 0
Glasgow, Cowcadden's - Ch. of E. 10	- - -	187	105 0 0
Glasgow, Cowcadden's, Infants - G.A.	*150 0 0		
Glasgow, Finniestoun Mission - 2	316 15 0	466 42	200 0 0
Glasgow (Free) Tron, Bridgegate - - F.C. *c*			
Glasgow, Gardiner's Public.			
Glasgow, Gorbals, East, Territorial - - F.C. 3	- - -	724 119	300 10 0
Glasgow, Gorbals, Free Mission.			
Glasgow, Gorbals, Local Mission - - G.A.	200 0 0		
Glasgow, Gorbals, Youths - Par. 2	*600 0 0	594	246 0 0
Glasgow, Green Street Mission - 3	- - -	582 113	272 3 4

a Now forms part of Gartsherrie St James, Ch. of S. Sch. *b* Now part of Port Dundas, Sess. Sch.
c School given up.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Glasgow, Highland Society's - 3	- - -	726	391 3 4
Glasgow, House of Refuge (Duke Street), Male.			
Glasgow, House of Refuge (Parliamentary Row), Female.			
Glasgow, Hutcheson-town - - Sess. 5	- - -	205	52 6 8
Glasgow Industrial and Reformatory (61, Rottenrow St.)			
Glasgow (Kelvinhaugh) - - Sess. 1	- - -	228 40	108 16 8
Glasgow, Lennox - - - 2	- - -	120	44 0 0
Glasgow, Lower Lennox - - 2	- - -	100	48 5 0
Glasgow, Martyr's Ch. of S. 2	372 4 0	416 165	275 10 0
Glasgow, Milton Ch. of S. 2	400 0 0	262 34	150 10 0
Glasgow, Milton, Industrial - Ch. of S.			
Glasgow, Model Ch. of S. 2	*1,000 0 0 1,000 0 0	853	381 12 6
Glasgow, Model - F.C. 2	- - -	630	394 8 4
Glasgow, Murdoch's Industrial - -	450 0 0		
Glasgow, Old Wynd - - F.C. *a*	350 0 0		
Glasgow, Park Head, Barony - Sess. 2	- - -	174	59 0 0
Glasgow, Park Head, Female - 2	- - -	165	96 10 0
Glasgow, Renfield Street, United Presbyterian Church Mission.			
Glasgow, St. Alphonsus' - R.			
Glasgow, St. Andrew's - - Par. 5	572 5 0	296 36	153 17 6
Glasgow, St. Andrew's - - R. 3	- - -	364 64	62 12 6
Glasgow, St. David's - - - Par. 2	- - -	315 49	181 16 8
Glasgow, St. Enoch's - - Sess. 2	*750 0 0 407 12 0	1,046 80	388 2 6
" " - "			
Glasgow, St. Enoch's (Female) - - Sess. *b*			
Glasgow, St. George's (Kelvin Street) - F.C. 3	300 0 0	470 50	212 16 8
Glasgow, St. George's (Renfield Street) - F.C. *c*			
Glasgow, St. George's (St. George's Road) 2	- - -	297	120 15 10
Glasgow, St. James', Female Industrial - Par. 5	- - -	70	22 10 0
Glasgow, St. James' - - Sess. 5	*450 0 0	397 57	202 6 8
Glasgow, St. John's (Armfield) - - Sess. 5	- - -	344 97	169 16 0
Glasgow, St. John's (David Street, Gallowgate) - - Sess. 5	742 0 0	418 68	223 16 8
Glasgow, St. John's - - F.C. 2	- - -	198 84	141 7 6
Glasgow, St. John's (Hill St.), Industrial - F.C. 2	- - -	119	68 11 8
Glasgow, St. John's (McFarlane Street) - 3	- - -	201	99 13 4
Glasgow, St. John's (Portugal Street), Boys - - R. 3	- - -	—	15 0 0
Glasgow, St. John's (Portugal Street), Girls - - R. 3	- - -	238 86	76 0 0
Glasgow, St. John's (Young Street) - Ch. of S. 2	490 0 0	261 22	151 3 4
Glasgow, St. John's (Young Street), Female Sess.			
Glasgow, St. Joseph's - - R. 3	- - -	454 153	162 3 4
Glasgow, St. Jude's (Catherine Street) - Epis. 10	- - -	—	*d*
Glasgow, St. Luke's, Free Industrial.			
Glasgow, Calton St. Luke's - Sess. 3	*395 0 0	173 48	74 13 4
Glasgow (Calton), St Mary's - R. 3	- - -	529 197	201 3 4
Glasgow, St. Mary's (Cowcaddens) - Epis. 10	- - -	128	49 5 0
Glasgow, St. Matthew's - - F.C. 2	440 0 0	327 105	210 7 2
Glasgow, St. Matthew's (Bishop Street) - - Sess. 1	- - -	146	67 0 0
Glasgow, St. Matthew's (Boys) - Sess. 1			133 6 8
Glasgow, Anderston, William Street, St. Matthew's (Girls), Industrial - Sess. 1	578 13 6	480 56	95 0 0
Glasgow, St. Mungo's (Freeland) 5	373 0 0	218 28	115 3 8

a School discontinued, and premises occupied by "Glasgow Bridgegate F.C.S."
b Now forms part of "Glasgow, St. Enoch's, Sess. S." *c* School discontinued. *d* Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Glasgow, St. Mungo's (Boys) - R. 3	1,000 0 0	227	99 12 8
Glasgow, St. Mungo's (Girls) - R. 3	- - -	209 102	109 6 8
Glasgow, St. Patrick's - - R. 3	- - -	241 77	119 13 4
Glasgow, St. Paul's, Female F.C. 3	- - -	61	14 0 0
Glasgow (Balfour's) St. Paul's, Industrial - - - 2	- - -	46	29 10 0
Glasgow, St. Paul's Par. 2	*660 0 0	167	59 6 8
Glasgow, St. Peter's - - - F.C. 2	- - -	230	123 6 8
‡Glasgow, St. Peter's, Female - F.C.			
Glasgow, St. Peter's - - Sess. 1	- - -	165 67	68 0 0
Glasgow, St. Rollox 2	- - -	489	184 0 0
Glasgow, St. Vincent - - R. 3	- - -	128	17 17 6
Glasgow, The Bishop's - - Epis. 10	- - -	204	104 0 0
Glasgow, The Bishop's, Infants - - Epis.			
Glasgow, Tron Parish - - Sess. 1	- - -	108 24	23 0 0
Glasgow, Well Park (East Miller Street) - - F.C.			
Glasgow, Well Park (Ladywell Street) - F.C. 2	- - -	151	32 8 4
‡Glasgow, Wilson's Endowed Par.			
Glasgow, Woodside - - - F.C. 2	280 0 0	113	40 13 4
Glasgow (North Woodside), Female - - - *a*			
Glengivel - - G.A.	100 0 0		
Govan Colliery - 3	- - -	245	99 10 0
Govan, Female Industrial - 3	- - -	150	46 10 0
Govan - - - F.C. 3	- - -	190	87 6 8
Greengares - G.A.	75 0 0		
Hamilton, Beckford Street, Female Industrial 2	- - -	132	57 11 8
Hamilton, Kennedie's Female 2	- - -	40	35 3 4
Hamilton, Orphan 3	- - -	144	31 3 4
Hamilton, Orphan and Charity - 3	530 0 0	187	77 16 8
Hamilton, St. John's - - F.C. 2	*600 0 0	401	192 5 0
Jerviston, Subscription - - G.A. 3	- - -	73 11	20 0 0
Keppoch Hill - F.C. 3	- - -	61	8 15 0
Kilbride, East - Par. 3	- - -	176	79 6 8
Kingston - - Sess. 11	200 0 0	53	36 10 0
Lambhill - - Sess.			
Lanark, Broomgate Institution 6	- - -	101	31 10 0
Lanark, Burgh - 4	*250 0 0	116	62 2 6
Lanark, St. Leonard's, Subscription - - - 4	- - -	135	64 3 4
Langloan Iron Works and Rosehall Colliery 4	- - -	175	76 5 0
Larkhall Side - Par. 7	- - -	79	10 0 0
Leadhills (Lord Hopetown's) Ch. of S. 4	- - -	106	55 10 0
‡Legbranock Iron Works - - Par.			
Lesmahagow, Female Industrial 6	150 0 0	65	25 0 0
Lesmahagow - F.C. 3	- - -	139	5 0 0
Libberton - - Par. 3	- - -	60	23 0 0
Logan and Nethan Water, Joint - 7	- - -	52	15 0 0
Maryhill - - F.C. 2	246 0 0	154	62 18 4
Maryhill - - R. 3	- - -	82	48 10 0
Maryhill, Industrial - - - 11	- - -	—	*b*
Maryhill - - Par. 11	180 0 0	—	*b*
Maxwelltown, Endowed - 3	150 0 0	90	51 10 0
Monklands, Old Par.			
‡Monkland, New Par.			
Mossend Colliery and Iron Works 3	- - -	242	124 0 0
Motherwell Iron Works - - 7	- - -	350	46 4 2
Newbigging Subscription - - 3	- - -	28	12 16 8
Newton Colliery 3	- - -	56	23 0 0
Partick, Academy 4	*350 0 0	222	104 10 0
Partick, Female Industrial Ch. of S. 4	- - -	84	23 10 0
Partick - - F.C. 2	173 0 0	283	90 16 8
Partick, St. Peter's R. 4	- - -	77	
Pettinain - - Par. 4	- - -	41	15 0 0
Port Dundas - Sess. 5	660 0 0	237 60	147 4 0
Quarter, Iron Works 8	- - -	129	36 10 0
Riggend - - 8	60 0 0	58	29 0 0
Roberton, Female.			
Roughazie - - Par. 3	191 6 0	62	22 10 0
Rutherglen - F.C. 2	201 10 0	204	76 5 0
‡Rutherglen, Burgh Par.			
Rutherglen, Macdonald's - - 8	- - -	250	48 15 0
Sandford (Stonehouse), Subscription 5	- - -	56	21 10 0
Shettleston, Industrial - - 5	- - -	96	31 10 0
Shotts - - F.C. 3	- - -	165 38	57 8 4
Springburn, Murdock's - Ch. of S. 3			
‡Springburn - R.			
Stablestone - 7	- - -	39 14	16 5 0
Stane, Wilson's - 7	61 7 0	174	85 0 0
Stanrigg Colliery 8	- - -	107	61 10 0
Stonehouse - F.C. 3	- - -	160	65 0 0

a Now forms part of Glasgow, St. George's Rd., St. George's Sch.

b Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Stonehouse - Par. 3	- - -	120	43 10 0
Strathaven - F.C. 2	349 10 0	107	51 10 10
Strathaven, East, Par, Side - - 5	- - -	75	25 10 0
Summerlie, Iron Works - - 3	- - -	122	71 10 0
Thankerton Colliery - - 7	- - -	89	7 10 0
Tollcross, United Presbyterian - 5	- - -	75	41 13 4
Uddingstone - Sess.	221 0 0		
Walston - - Par. 4	- - -	52	20 5 0
Whiteinch - Estab. Ch. 3	332 0 0	91	38 16 8
Whiteinch, Female Industrial 3	- - -	65	16 10 0
Wilsontown (Carnwath) Colliery - 4	- - -	85	3 15 0
Wishaw Academy 3	- - -	249	26 13 4
Wishaw, Public - 7	552 0 0	426 / 41	159 15 0
Wishaw - R. 3	- - -	291	124 18 4
Wishaw, Simpson Square - 3	- - -	145	38 10 0
Woodhall Colliery.			
LINLITHGOWSHIRE.			
Abercorn - - F.C. 2	- - -	56	16 10 0
Armadale, Subscription - - 1	- - -	—	3 15 0
Armadale - - G.A.	*34 0 0		
Bathgate - - Par.			
Binnie - - G.A. 1	- - -	59	16 10 0
Boness, Infant Ch. of S. 7	- - -	131	59 0 0
Broxburn, Female G.A. 1	- - -	47	30 0 0
Carriden, Girls - Par. 7	- - -	45	33 10 0 / *a* 1 5 0
Crofthead, Coltness Company's 7	- - -	219	92 10 0
Durhamtown Colliers.			
Ecclesmachan - Par. 1	- - -	108	56 10 0
Grangepans, Subscription - Ch. of S. 7	242 0 0	190	75 2 6
Greenhills, Colliery 7	- - -	183	53 16 8
Kingscavil - Ch. of S. 1	- - -	23	15 0 0
Kirkliston, Female Industrial 2	- - -	80	15 0 0
Kirkliston - - F.C. 2	- - -	37	16 10 0
Linlithgow - F.C. 3	127 0 0	185	108 0 0
Linlithgow, Kirk Session - - 7	- - -	162	31 0 0
Linlithgow, Mrs. Douglas's Cottage.			
Livingstone - Par. 1	- - -	52	5 0 0
Longridge -	106 0 0		
Queensferry, South Burgh - - 7	- - -	138	75 2 6
Torphichen - F.C. 3	150 0 0	57	11 10 0
Torphichen - Par.			
Whitburn, Fauldhouse, Wilson's Endowed - 7	59 0 0	86	53 0 0
Whitburn, Lady Baillie's Infant - 1	- - -	86	10 0 0

a For Industrial Department.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LINLITHGOWSHIRE—*cont.*	£ s. d.		£ s. d.
Whitedalehead, Wilson's, Endowed - - - 1	110 13 4	141	100 0 0
Winchburgh Ch. of S. 7	- - -	63	16 10 0
NAIRNSHIRE.			
Ardclack - - Par. 3	- - -	12	8 5 0
Auldcarn - - Par. 3	- - -	41	23 0 0
Auldearn, Innes F.C. 3	145 0 0	31	13 0 0
Cawdor - - F.C. 3	65 0 0	38	17 10 0
Cawdor - - Par. 3	- - -	58	30 0 0
Cawdor at Clunes G.A.	30 0 0		
Ferintosh - - F.C. 2	90 0 0	60	34 0 0
Geddes Christian Knowledge Society - - - 3	- - -	21	23 6 8
Glen Ferness - 3	- - -	41	16 10 0
Moyness - - 3	128 1 10	40	15 0 0
Nairn - Epis.			
Nairn - - F.C. 10	150 0 0	116	69 6 8
Nairn - - G.A. 3	- - -	83	19 0 0
Nairn, Monitory -	*100 0 0		
ORKNEY AND SHETLAND.			
Bressay - - G.A. 7	- - -	28	15 0 0
Bressay - - Par. 7	- - -	35	
Eday - - - G.A. 7	- - -	50	25 0 0
Evie and Rendall - - - Par. 7	- - -	—	10 0 0
Flotta - Ch. of S. 7	- - -	44	16 10 0
‡Harray, Christian Knowledge Society's.			
Hillside - - G.A. 7	- - -	30	7 10 0
Kirkwall Grammar 7	- - -	94	44 10 0
Lerwick, Educational Institute Elementary.			
Lerwick - - Epis. 7	- - -	65	15 0 0
Lerwick - - Par. 7	- - -	105	54 0 0
Orkney, St. Andrew's - - G.A.	28 0 0		
‡Papa Westray.			
Sabiston - - G.A.			
Sanday - - F.C. 7	- - -	45	27 10 0
Sandwick - - Par.			
Skelwick, Society's 7	- - -	50	45 0 0
Stenneys, Madras 7	- - -	29	12 10 0
Stromness, Congregational - F.C. 7	- - -	77	37 10 0
Walls, North - G.A. 7	- - -	48	19 14 2
Walls, South - Par. 7	- - -	60	7 10 0
Westray Midbea (West Side) - G.A.	52 0 0		
Whalsay - - G.A. 7	- - -	46	17 10 0
Whiteness, Society 7	- - -	45	20 0 0
PEEBLESSHIRE.			
Broughton - F.C. 3	- - -	40	15 0 0
Drumelzier - Par. 11	- - -	—	*b*

b Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
PEEBLESSHIRE—*cont.*	£ s. d.		£ s. d.
Glenholm - - Par. 11	- - -	—	*a*
Innerleithen - Par. 11			
Innerleithen, Subscription - - 3	- - -	50	21 10 0
Linton, West - Epis. 11			
Linton, West, Female - - 4	- - -	39	18 6 8
Linton, West - Par. 4	- - -	32	18 0 0
Newlands, Lamancha Side, 2nd Par. 4	- - -	50	21 10 0
Peebles, Burgh English - - 11	- - -	108	42 3 4
Peebles - - F.C. 2	109 0 0	129	39 3 4
Peebles, Halyrude Ch. of S. 11	137 5 0	—	*a*
Peebles, St. Joseph's - - R. 5			
Skirling - - Par.			
Walkerburn Undl. 11	212 7 6	99	45 10 0
PERTHSHIRE.			
Aberdalgie - Par. 4	- - -	30	15 0 0
Abernyte - - Par. 4	- - -	75	36 10 0
Aberuthven - F.C. 4	- - -	46	20 16 8
Aberuthven, Subscription - 3	- - -	45	15 0 0
Acharn - - F.C. 5	- - -	93	52 16 8
Aldclune, Female Industrial.			
Aldgernaig - G.A. 5	- - -	57	26 10 0
Almondbank - G.A. 4	- - -	41	20 0 0
Alyth, Female - Epis. 2	- - -	54	23 15 0
Alyth - - - F.C. 8	224 2 6	91	45 10 0
Alyth, Girls', Industrial - Ch. of S. 4	357 0 0	140	71 17 6 £10 10 0
Alyth - - Par. 4	- - -	91	59 0 0
Amulree - - F.C. 5	- - -	28	16 10 0
Amulree, Society's 5	- - -	26	16 10 0
Ardoch - - Par. 3	- - -	41	20 0 0
Auchterarder - F.C. 5	- - -	77	36 10 0
Auchterarder, Sheddan's - 3	190 0 0	95	53 0 0
Auchterarder, Townhead - - 3	393 0 0	98	60 10 0
Auchtergaven - Par. 4	- - -	93	6 5 0
Balbeggie, Subscription - - 4	- - -	59	18 15 0
Balgowan, Female 4	- - -	52	32 10 0
Bankfoot, Subscription - - 4	- - -	71	44 0 0
Birnam - - F.C. 5	260 0 0	42	20 0 0
Blackford - - F.C. 5	257 5 0	85	35 0 0
Blair Athol - Par. 5	- - -	73	52 10 0
Blair Drummond 12	- - -	20	18 0 0
Blairgowrie - F.C. 8	- - -	255	136 16 8
Blairgowrie - Par. 4	- - -	132	36 10 0
Blairgowrie, St. Catherine's - Epis. 2	- - -	52	39 11 8
Blairgowrie, St. Stephen's - - R. 4	- - -	81	51 10 0
Blairgowrie, South F.C. 8	- - -	176	46 0 0
Blairgowrie, Union Place - Ch. of S. *c*			

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Blairingone - 3	126 0 0	49	18 0 0
Braco, Subscription - - - 4	- - -	77	15 0 0
Breadalbane, or Aberfeldy - F.C. 5	- - -	140	88 0 0
Bridge of Earn - F.C. 5	50 0 0	64	41 6 8
Butterstone, Subscription - - 4	- - -	29	15 0 0
Callander - - F.C. 5	- - -	201	57 10 0
Camaghowran Ch. of S.			
Cargill - - Par. 4	- - -	71	18 0 0
Cherrybank, Subscription - - 3	207 17 6	99	28 4 2
Clunie - - Par. 4	- - -	59	43 0 0
Collace - - F.C. 5	- - -	50	30 0 0
Collace - - Par. 4	- - -	46	21 15 0
Comrie - - F.C. 4	100 0 0	67	23 0 0
Comrie, Infant and Female Industrial 4	150 0 0	33	16 13 4
Comrie - - Par. 3	- - -	93	34 16 8
Craig Mill - - F.C. 8	- - -	40	34 0 0
Cray - - - F.C.			
Crieff, Female Industrial.			
Crieff - - - F.C.			
Crieff, St. Michael's - - Epis. 2			
Crieff, Taylor's Institution - - 3	- - -	189	59 0 0
Culross, Geddes Ch. of S. 11	- - -	—	30 8 4
Culross - - Par. 11	- - -	60	42 10 0
Cupar Angus, Industrial - - 2	- - -	80	36 10 0
Deanston Works 4	- - -	61	18 0 0
Doune - - - F.C. 5	415 1 7	130	68 6 8
†Dowally - - Par.			
Dull - - - Par. 5	- - -	56	30 0 0
Dunbarney - Par. 3	- - -	67	39 8 4
Dunblane - - F.C. 5	- - -	80	39 9 2
Dunblane - - Par. 11	- - -	86 94	48 3 4 55 10 0
Dunblane, St. Mary's - - Epis. 2	- - -	14	8 6 8
Dunkeld (Duchess of Atholl's), Industrial Ch. of S. 5	- - -	37	38 10 0
Dunkeld, Little - Par. 4	- - -	88	52 0 0
Dunkeld, Royal Ch. of S. 5	- - -	46	18 8 4
Dunning, Female *e*			
Dunning - - F.C. 4	- - -	108	35 5 0
Dunning - - Par. 3	- - -	73	39 0 0
Errol, Female Industrial - 4	470 0 0	50	30 0 0
Errol - - - F.C. 4	65 0 0	65	40 10 0
Forgandenny, Path of Condie - G.A.	40 0 0		
Gartmore - F.C. 5	86 0 0	57	25 0 0
Gartmore School of Industry.			
Gilmerton at Monzie - -	*80 0 0		
Glenalmond, Subscription - - 3	- - -	26	10 0 0

a Due, but not paid. *b* For Industrial Department. *c* School discontinued.
d For two years. *e* Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Greenloaning, Subscription - 4	- - -	41	21 10 0
Inchture - - Par. 6	- - -	70	35 10 0
Innerpeffray - Epis. 2			
Killichonan - G.A. 5	- - -	19	25 0 0
Killin - - F.C. 5	- - -	71	50 0 0
Killin - - Par. 5	- - -	37	20 0 0
Kilmadock - Par.			
Kiltyrie - - F.C. 5	- - -	31	18 0 0
Kinbuck, Village Ch. of S. 3	- - -	29	15 0 0
Kincardine (in Monteith) - Par. 12	- - -	—	2 0 0
Kincardine-on-Forth, Subscription - - - F.C.	300 0 0		
Kincardine-on-Forth (Baroness Keith's) - - 6	- - -	81	56 10 0
Kincardine and Tulliallan Educational Association.			
Kinclaven - - Par. 4	- - -	28	20 0 0
Kinfauns - - F.C. 4	- - -	62	30 0 0
Kinloch - - Par. 4	- - -	40	18 0 0
Kinloch Rannoch, Parliamentary -	*100 0 0		
Kinnaird - - Par. 4	- - -	50	36 10 0
Kinnoull - - Par. 10	- - -	200	100 0 0
Kippen - - Par. 2	- - -	70	34 0 0
Kirkmichael - F.C. 8	- - -	35	21 10 0
Kirkmichael - Par. 4	- - -	55	15 0 0
Lawers - - F.C. 5	- - -	31	15 0 0
Loch Earn Head F.C. 5	- - -	40	23 0 0
Loch Earn Head G.A. 5	- - -	25	15 0 0
Logie - - Par. 12	- - -	40	20 0 0
Logierait - - Par. 5	- - -	85	45 0 0
Logierait - - F.C.			
Longforgan - F.C. 6	- - -	78	46 19 2
‡Martin's, St. - Par.			
Meickleour - Sess. 4	- - -	32	16 10 0
Methven, Female Industrial - 3	- - -	52	2 10 0
Methven - - F.C.	74 0 0		
Methven - - Par. 3	- - -	112	46 6 8
Methven, United Presbyterian - *a*			
Moneydie - - Par. 4	- - -	41	19 10 0
Monzievaird and Strowan - - Par. 3	130 0 0	121	66 3 4
Moulin - - F.C. 5	- - -	60	30 0 0
Moulin - - Par. 5	- - -	52	39 0 0
Muchart - - Par.			
Murthly and Airntully - 5	- - -	57	36 10 0
Muthill - - F.C. 4	151 0 0	52	32 10 0
Muthill - - Par. 3	- - -	68	41 10 0
Persey, Drimmie Ch. of S.	129 16 3		
Perth, Cathedral Epis.			
Perth, East Parish, Congregational 10	- - -	110	52 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Perth, East Parish, Female Industrial.			
Perth, Infant - Undl.	*150 0 0		
Perth, Infant - Par.			
Perth, Ladies' House of Refuge.			
Perth (Middle Parish) - Sess. 10	*600 0 0	164	35 0 0
Perth, New Row N 10	*200 0 0	190	84 10 0
Perth, St. John's R. 4	528 8 0	212 / 38	104 15 0
Perth, St. Leonard's - - F.C. 6	- - -	148	69 8 4
Perth, St. Ninian's, Boys - - Epis. 2	- - -	46	38 0 0
Perth, St. Ninian's, Girls - - Epis.			
Perth, Boys, School of Industry.			
Perth, Sharpe's Trust Educational Institution.			
Perth (Stewart's), Free Trade Sch. 6	- - -	74	37 6 8
Perth, Territorial Mission - - F.C. 6	297 0 0	258	89 16 8
Perth, Watergate N. 10	*200 0 0	63	30 0 0
" " "	105 0 0		
Perth, Free West Church - - F.C. 6	320 0 0	316	172 14 2
Perth, West Church - - Sess. 10	*500 0 0	301	124 10 0
Pitcairn Green - F.C. 4	- - -	52	21 10 0
Pitlochry - - G.A. 5	89 0 0	67	39 6 8
Port of Monteith Par. 2	- - -	24	23 0 0
Rattray - - Par. 4	- - -	132	43 10 0
Ruskie - - G.A.	*43 0 0		
Ruthvenfield - F.C. 4	- - -	51 / 14	15 0 0
Ruthvenfield.			
Scone - - F.C. 4	- - -	114	37 10 0
Stanley, Auxiliary Par. 10	- - -	39	
Stanley - - F.C. 4	141 2 0	134	69 0 0
Strathbrand - F.C. 5	90 0 0	34	20 0 0
Strathloch - G.A. 5	- - -	26	21 10 0
Strone of Gallie G.A. 4	104 17 10	35	15 0 0
Strowan, Society's Ch. of S. 5	- - -	22	23 0 0
Tenandry - - Par.	*33 0 0		
Thornhill, Easter Ch. of S. 12	- - -	—	1 13 4
Thornhill - - G.A. 12	- - -	—	*b*
‡Tomcraggach.			
Trinity Gask - Par. 3	- - -	19	21 10 0
Tulliallan - - Par.			
Tullibardine Ch. of S. 3	- - -	41	16 10 0
Tulloch of Pitnairee, Society's 5	- - -	38	8 6 8
Tummel Bridge Society - - 5	- - -	—	5 0 0
Weem - - Par. 5	- - -	74	32 10 0
Woodside - - F.C. 4	16 5 0	61	26 15 0

a School extinct.

b Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
RENFREWSHIRE.	£ s. d.		£ s. d.
urrhead - - R. 5	- - -	93 / 30	52 6 0
shopton - - F.C. 11	- - -	43	6 5 0
ridge of Weir - G.A.	*375 0 0		
usby - Ch. of S. 2	- - -	155 / 28	66 13 4
thcart - - Par. 3	- - -	106	19 16 8
rossmyloof - 11	- - -	179	73 10 0
aglesham, Female Industrial 8	164 0 0	89	52 0 0
aglesham - - Par. *a*			
astwood - - Par. 11	- - -	218	110 16 8
iderslie, Wallace 8	- - -	77	30 0 0
ourock, Infant.			
ourock - - F.C. 10	- - -	146	56 15 0
reenock, Carts-lyke, St. Lawrence R. 5	- - -	162	64 10 0
reenock, Craw-furdsburn - F.C.	327 17 6		
reenock, East Epis. 9	- - -	132	52 5 10
reenock, Female ch. of Industry 7	- - -	250	84 10 10
reenock, Finnie-ston Mission - 10	- - -	206	62 10 0
reenock, Free Middle Church District Mission - 10	- - -	168	19 5 0
reenock, Gaelic Church, Female Industrial - 7	- - -	90	52 0 0
reenock, Gaelic Church - - Sess. 7	- - -	170	76 0 0
reenock (High-landers') - - F.C. 11	*600 0 0 / 550 0 0	398	186 3 4
" " - "			
reenock, Middle Parish (Ann Street) - - Sess. 7	*120 0 0	305	121 0 0
reenock, Ragged and Industrial -	1,000 0 0		
reenock, St. Andrew's - - G.A.	*190 0 0		
reenock, St. John's East - Epis.	*80 0 0		
reenock, St. Mary's - - R. 5	- - -	346	133 8 4
reenock, South Parish - - G.A.	*200 0 0		
reenock, West Par. - - Sess. 6	- - -	205	43 16 8
ousehill, Enfield - Ch. of S. 2	- - -	82	54 10 0
ouston - - F.C. 11	218 0 0	*b* 55 / 73	21 10 0 / 40 0 0
ouston and Killellan - - Par. 2	- - -	29	7 3 4
urlet and Nits-hill, Public - 11	777 0 0	78 / 33	46 10 0
achinnan - - Par. 7	- - -	77	33 0 0
ohnstone, Ragged -	205 4 0		
ohnstone, St. Margaret's - R. 5	- - -	71	5 0 0
ordan Hill, Industrial - - 10	- - -	58	38 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
RENFREWSHIRE—*cont.*	£ s. d.		£ s. d.
Kilbarchan, Female 3	- - -	81	50 18 4
Kilbarchan - Par. 3	- - -	118	40 0 0
Kilmalcolm - Par. 8	- - -	45	40 0 0
Ladyburn, Sub-scription - F.C.			
Linwood - - Par. 11			
Linwood - - R. 5	- - -	43	15 0 0
Lochwinnoch, Howwood, New 4	318 0 0	53	40 0 0
Lochwinnoch, Macdowall, Female 1	- - -	101	58 0 0
Lochwinnoch - Par. 1	- - -	139 / 25	59 10 0
Mearns - - Par. 2	- - -	70	36 10 0
Neilston - - Par. 3	- - -	197	85 2 6
Neilston Spiers, Female - Ch. of S. 4	182 0 0	106	39 17 6
Neilston, St. Thomas' - - R. 5	- - -	89 / 41	29 1 10
Nitshill - - R. 5	- - -	87	27 10 0
Oswald - - F.C. 3	- - -	95	22 10 0
Paisley, Abbey Cardonald - 4	289 0 0	66	21 10 0
Paisley, Abbey Parish, Dickson's Ch. of S. 5	50 0 0	71	24 16 8
Paisley, Abbey Parish, Dovecote Hall.			
Paisley, Abbey Parish, Newtown District - Ch. of S. 5	- - -	139	87 0 0
Paisley, Abbey Parish (Quar-relton) - - 4	- - -	185	68 5 0
Paisley, Balaclava 11	- - -	32	21 10 0
Paisley (Carbrook Street) - - Sess. 5	*700 0 0	166	84 13 4
Paisley (Causey-side) - - Sess. 5	- - -	170	88 3 4
Paisley, Free High Church, Congregational F.C. *c*			
Paisley (George Street) - - Sess. 5	240 0 0	294	138 16 8
Paisley Hunter Street, Female Industrial.			
Paisley, Miss Stow's Indus-trial and Moral Training - - 11	359 0 0	207	88 0 0
Paisley, Inkerman Works - - F.C. 11	- - -	116	84 12 6
Paisley, J. Neil-son's Educa-tional Inst. - 5	- - -	534 / 85	335 6 8
Paisley, Newtown, Infant - - 5	150 0 0	158	57 0 0
Paisley, Ragged Ch. of S.			
Paisley, Ragged, Industrial and Reformatory.			
Paisley, St. George's Mission - F.C. 11	- - -	196	96 3 4

a Removed from inspection. *b* For two years. *c* School discontinued.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	£ s. d.		£ s. d.
RENFREWSHIRE—*cont.*			
Paisley, St. Mirren's - - R. 5	- - -	214	126 1 8
Paisley (Stevenson Street) - F.C. 11	216 0 0	165	86 16 8
Pollockshaws, Burgh - - 2	- - -	—	
Pollockshaws, Industrial - 3	711 0 0	202	*a* 90 10 0 *a* 40 13 10
Pollockshaws, Infant - Ch. of S. 7	150 15 0	66	13 0 0
Pollockshaws, St. Conval's - R. 5	- - -	173 55	62 13 4
Port Glasgow, Beaton's - - 7	- - -	76	37 10 0
Port Glasgow, Burgh.			
Port Glasgow - Epis. 9	- - -	65	16 13 4
Port Glasgow - F.C. 11	- - -	242	100 6 8
Port Glasgow, Industrial - 7	- - -	114	48 0 0
Port Glasgow, New - - - Par.	550 0 0		
Port Glasgow, St. John's - R. 5	- - -	95	58 14 2
Renfrew, Blythswood Testimonial and Grammar.			
Renfrew, Mrs. Campbell's - 11	- - -	51	11 18 4
Renfrew, Old Burgh, Boys - 11	- - -	—	*b*
Renfrew, Old Burgh, Female 11	- - -	—	*b*
‡Seedhills - - Sess.			
Strathbungo - Sess. 7	- - -	90	17 10 0
Thornliebank - 7	- - -	94 34	63 0 0
Thornliebank, Female - - 7	- - -	58	31 10 0
Thornliebank, Infant - - 7	- - -	139	60 10 0
Titwood Colliery 11	- -	58	21 10 0
Undercraig - 7	180 0 0	46	30 0 0
Uplawmoor, Public 7	- - -	55	23 0 0
ROSS-SHIRE.			
Achadesdale - F.C. 7	90 0 0	44	20 0 0
Achnagart - - G.A. 5	- - -	33	18 0 0
Alness - - F.C. 6	- - -	68	58 0 0
Alness - - Par. 5	- - -	35	16 10 0
Ardross - - F.C. 6	- - -	86	57 0 0
Arpafeelie - - Epis. 8	- - -	48	23 0 0
Aultbea - - G.A.			
Bridgend of Alness - - - F.C. 6	74 7 6	79	26 5 0
‡Buahaluip - F.C. 7	- - -	23	8 15 0
Conon - - F.C. 2	- - -	53	25 0 0
Contin - - Par. 4	- - -	29	25 0 0
Cromarty - - F.C. 2	95 10 0	142	47 9 2
Cromarty - - Par. 5	- - -	43	21 10 0
Culbokie of Findon Ch. of S. 5	- - -	58	18 15 0
Culish - - F.C. 2	- - -	92	41 13 4
Cullicudden - F.C. 2	- - -	81	47 3 4

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	£ s. d.		£ s.
ROSS-SHIRE—*cont.*			
‡Dibaig - - F.C.			
Dingwall - - F.C. 6	- - -	165	95 8
Dornie, Female - 4	- - -	19	14 0
‡Druim an Darach.			
Earbusaig - - G.A. 4	- - -	34	15 0
Edderton - - F.C. 4	- - -	43	23 0
Evanton, Female - 2	- - -	57	27 0
Fearn, Hill of - F.C. 3	- - -	69	37 10
Gairloch - - Par. 5	- - -	18	21 10
Highfield - - Epis. 8	- - -	79	43 0
Inverasdale - F.C. 7	- - -	40	8 15
Invergordon - F.C. 6	133 0 0	104	48 6
Jemimaville - F.C. 2	- - -	80	45 13
Killearnan - F.C. 2	- - -	55	82 0
Kilmuir Easter - Par. 5	- - -	38	25 0
Kiltearn - - F.C. 2	- - -	60	21 5
Kincardine, Congregational - F.C. 4	- - -	25	25 0
Kincardine - Par. *c*			
Knockbain - Par. 4	- - -	95	54 10
‡Laid, Parliamentary.			
Lochalsh - - Par. 4	- - -	47	21 10
Lochcarron - Par. 4	- - -	113	68 0
Lochs - - - Par. 8	- - -	34	15 0
Logie Easter - Par. 5	- - -	43	15 0
Maryburgh - F.C. 6	295 0 0	116	51 10
Mossfield, Gaelic Association - 5	- - -	38	20 0
Muirtown - - G.A. *d*			
Mulbine - - F.C. 2	- - -	39	16 5
Nigg, Female - Par. 5	- - -	36	13 0
‡Openham - - F.C.			
Plockton - - F.C. 7	- - -	88	46 0
Pool Ewe, Agricultural - - -	90 0 0		
Rosemarkie - F.C. 2	100 0 0	50	21 10
Roskeen - - Par. 5	- - -	17	20 0
Saltburn - - F.C. 6	- - -	65	
Stornoway, Female, Educational and Industrial - 8	- - -	145	74 18
Stornoway - F.C. 8	159 0 0	83	28 0
Stornoway - G.A. 8	- - -	56	37 10
Strathconan, Lady Balfour's - 4	- - -	36	20 0
Tain - Burgh and Par. 5	- - -	73	30 0
Tain, Congregational - - F.C. 6	- - -	83	32 1
Tarbat - - F.C. 3	- - -	96	46 10
Tarbat - - Par. 5	- - -	182 28	87 16
Ullapool - - F.C. 7	187 0 0	67	30 15
Urray - - Par. 4	- - -	37	18 0
ROXBURGHSHIRE.			
Ashkirk, Female 3	- - -	31	11 0
Ashkirk - - Par. 3	- - -	48	21 10
Blainslie (Melrose) - Ch. of S.	79 3 4		
Boswell's, St. - Par. 4	- - -	70	6 5
Bowden - - Par. 3	- - -	48	32 10
Cavers - - Par. 11	- - -	142	34 13
Caverton Mill (Eckford Side) 12	- - -	41	15 0

a For Industrial Department.
c Removed from inspection.
b Due, but not paid.
d School discontinued.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
ROXBURGH—*cont.*	£ s. d.		£ s. d.
rilaw Side - 3	- - -	44	15 0 0
rnick, Subscription - - - *a*			
rnington - G.A. 12	60 0 0	36	
ashiels - - R. 2	- - -	55	26 0 0
tonside, Village -	123 0 0		
wick, Elementary Par. 11	- - -	321	143 3 4
wick, St. Cuthrt's - Epis. 10	- - -	115	63 0 0
wick, West ort - - F.C. 2	- - -	86	17 8 4
wick and Wilm, Boys' and rls' Industrial -	685 14 4		
iton Side - Par. 12	72 0 0	73	41 18 4
dburgh, Infant 11	- - -	100	37 13 4
dburgh - - Par. 11	- - -	46	23 0 0
dburgh, St. hn's - Epis. 10	279 9 6	133	36 0 0
dburgh - Sess. 11	374 17 6	79	10 8 4
so - - - Par. 11	- - -	62	27 10 0
dhope - Ch. of S. 11	314 15 0	—	*b*
iesleaf, Female 3	- - -	83	34 16 8
gnewton (Ancrum), ndowed.			
gshaw (Melse), Parish Side 4	- - -	27	3 15 0
lrose, Congrational - - F.C. 2	- - -	77	35 0 0
lrose - - Par. 11	- - -	57	35 0 0
llem Side - Par. 3			
wmill - - 11	- - -	—	*b*
kburgh - - Par. 12	- - -	73	15 0 0
ailholm - F.C.			
ton - Epis. 10	- - -	75	33 0 0
lfelee, Female 3	- - -	44	15 0 0
lholme, Kirk - G.A. 12	117 0 0	62	17 18 4
lholme - - Par.			
lholme, Town, rls' - - 12	93 0 0	62	32 10 0
SELKIRKSHIRE.			
ua, Subscription 11	200 0 0	219	42 10 0
ashiels - Epis. 10	450 0 0	137	67 0 0
ashiels - - Par.			
kirk, Burgh - 11	158 8 0	158	41 10 0
rrow - - Par. 3	- - -	39	20 0 0
rrowford - 3	- - -	23	18 0 0
STIRLINGSHIRE.			
lth - - Par. 1	- - -	88	44 0 0
ua, Girls.			
ua, Infants - 6	116 10 0	187	68 0 0
ua, Subscription 6	197 0 0	122	54 3 4
henbowie and lean.			
hentroig - 4	- - -	28	14 0 0
nsford, Self-upporting - 7	- - -	115	32 10 0
lfron, Female dustrial - 2	- - -	66	43 6 8

a School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
STIRLINGSHIRE—*cont.*	£ s. d.		£ s. d.
Balfron, Female Industrial - - F.C. 4	- - -	51 15	13 0 0
Balmore, Female Industrial - 11	- - -	—	*b*
Bannockburn - F.C.			
Bannockburn, Subscription - - 6	- - -	95	56 10 0
Banton, Subscription - - - 2	40 0 0	96	53 3 4
Blackbraes Colliery - - - 1	- - -	80	15 0 0
Bonnybridge, Self-supporting - 3	- - -	102	53 0 0
Bothkennar - Par. 1	- - -	186	11 0 0
Bridge of Allan F.C. 5	- - -	120	56 3 4
Bucklyvie, Subscription - - 2	- - -	89	16 13 4
Carron - - 7	- - -	—	8 10 0
Carronshore - G.A. 6	*190 0 0		
Dalmary - Sess. 2	110 0 0	29	23 0 0
Denny - - Par. 6	- - -	104	42 6 8
Denny - - R. 4	- - -	77	49 0 0
Drymen, Industrial - Ch. of S. 2	- - -	49	14 0 0
Drumclair, Colliery 7	- - -	49 17	7 10 0
Dunnipace - F.C. 4	- - -	90	36 10 0
Falkirk - - F.C. 4	297 16 8	158	40 5 0
Falkirk - - Par. 7	- - -	230	95 10 0
Falkirk, Ragged and Industrial.			
Falkirk, St. Francis Xavier's - - R. 4	- - -	120	67 10 0
Fintry, Female - Par.			
Fintry - - Par. 2	- - -	21	
Fintry, Stewart's Endowed - 2			
Gargunnock - Par. 2	- - -	30	15 0 0
Grangemouth, Subscription - - 7	- - -	164	29 10 0
Haggs, Subscription 7	*80 0 0 33 0 0	49	
Hurlet and Campsie Alum Company's 11	- - -	97	50 0 0
Inversnaid - G.A. 2	- - -	13	16 13 4
Killearn - - F.C. 4	- - -	48 15	16 10 0
Kilsyth, Female Ch. of S. 7	- - -	102	55 6 8
Kilsyth - - Par. 7	- - -	119	39 6 8
Kippen - - F.C. 5	106 13 7	58	41 10 0
Kirklane and Gargunnock - F.C. 4	- - -	36	24 2 6
Larbert - - F.C. 3	130 0 0	143	67 0 0
Larbert - - Par. 7	- - -	170	73 0 0
Larbert - - Sess. 7	207 0 0	69	15 0 0
Lennoxtown, Oswald - Ch. of S. 11	288 0 0	106	34 0 0
Lennoxtown, New Subscription - - - 11	*280 0 0	79	39 0 0
Lennoxtown, St. Paul's - R.			
Milngavie, Public - 11	- - -	104	36 13 4
Milngavie, Subscription - - - 3	- - -	30	5 0 0

b Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	£ s. d.		£ s. d.
STIRLINGSHIRE—*cont.*			
Milngavie, Infant, Subscription - 11	*a* - - *a*	73	21 5 0
		39	39 0 0
Ninian's, St. - Par. 6	- - -	115	51 6 8
Plean, East, Subscription - 3	- - -	42	20 0 0
Polmont, Female - 1	- - -	56	32 10 0
Polmont - - F.C. 4	225 10 0	69	7 10 0
Polmont - - Par. 1			
Raplock - - 11	- - -	20	5 15 0
Redding, Muirhead - - G.A. 7	- - -	183	67 10 0
Redding, Village - 3	- - -	49	21 10 0
Slamannan - F.C. 3	180 0 0	107	41 15 0
‡Slamannan - Par.			
Stirling - Epis. 2	- - -	84	45 13 4
Stirling, Allan's G.A. 6	- - -	228	88 11 8
Stirling, Free North Church - 4	- - -	137	49 10 0
Stirling, Infant - 4	- - -	296	110 0 0
Stirling, Reformatory.			
Stirling, St. Mary's - - R. 4	- - -	161	74 0 0
Strathblane - Par. 2	- - -	61	23 0 0
Strathblane, School of Industry - - 2	- - -	22	14 0 0
Tillicoultry - F.C. *b*			
Torwood - - 12	- - -	42	15 0 0
SUTHERLANDSHIRE.			
‡Altass-Rosehall F.C.			
Armadale - - G.A.			
Backies - - G.A. 5	- - -	50	21 10 0
Birichen - - F.C. 4	- - -	75	32 10 0
Brora - - G.A. 6	- - -	52	
Clyne - - - F.C. 4	- - -	80	60 10 0
Clyne - - - Par. 6	- - -	38	20 0 0
Creich - - F.C. 4	- - -	58	36 10 0
Creich - - Par. 5	- - -	74	45 0 0
Dalnambreac - G.A. 6	- - -	14	21 10 0
‡Doll.			
Dornoch, Christian Society's, Female.			
Dornoch - - F.C. 4	- - -	96	54 10 0
Dornoch - - Par. 5	- - -	36	18 0 0
Durness - - F.C. 4	- - -	28	15 0 0
Durness - - Par. 6	- - -	53	22 10 0
Eddrachillis - Par. 6	- - -	56	37 6 8
Embo - - F.C. 4	- - -	56	15 0 0
Golspie - - F.C. 4	- - -	80	40 3 4
Golspie - - Par.			
Helmsdale - F.C. 4	- - -	95	42 10 0
‡Inshegra - - F.C.			
Invershin - - G.A. 5	- - -	34	25 0 0
Kildonan - - Par. 7	- - -	79	46 0 0
Kinloch Bervie Par. 6	- - -	16	20 0 0
Kirkiboll - - F.C.			
Knockarthur - G.A. 6	- - -	19	23 10 10
Lairg Gruids - G.A.			
Lochinver - G.A. 6	- - -	36	10 8 4
Loth - - - Par. 7	- - -	33	20 0 0
Melvich - - G.A. 6	- - -	82	49 0 0
Oldshore Society G.A. 6	- - -	23	15 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	£ s. d.		£ s.
SUTHERLANDSHIRE—*cont.*			
Port Gower - G.A. 7	- - -	33	15 0
Proncy-Croy - G.A. 5	- - -	11	20 0
Rogart (Culdrean) - - F.C.			
Rogart - - Par. 6	- - -	—	21 10
Rogart (Torbreck) - - F.C. 4	- - -	27	20 0
Skerray - - F.C.			
Skerray - - G.A. 6	- - -	29	10 8
Skibo - - G.A.			
Spinningdale District - - F.C. 4	- - -	35	10 0
‡Stoer - - - F.C.			
‡Strath of Tongue F.C.			
Strathalladale - G.A.			
Strathy - - Par. 6	- - -	38	6 5
Talmine - - G.A. 6	- - -	49	10 8
WIGTOWNSHIRE.			
Ardwell, Lady McTaggart's - 3	- - -	22	9 3
Cairn Ryan - F.C. *b*			
Cairn Ryan - G.A. 3	- - -	39	24 8
Challock (Newton Stewart) - - 2	- - -	41	28 0
Douloch - - Undl. 2	- - -	35	23 6
Drochduil - - - 3	- - -	62	30 10
Dunskey (Mrs. Hunter Blair's) - *c*			
Enock - - G.A.	60 0 0		
Garlieston, Earl of Galloway's B. and I. 3	- - -	103	9 3
Garlieston, Pier Cottage, Countess of Galloway's - - - 3	- - -	38	33 1
Glasserton - Par. 3	- - -	86	56 10
Glen of Luce - 2	238 10 0	39	21 10
Glenluce - - F.C. 5	- - -	45	21 10
Glenluce - - Par. 3	- - -	70	20 10
Grange and Killiemore District - - 6	260 0 0	46	23 0
Inch - - - F.C. 5	- - -	85	12 10
Kirkcolm, Doucloch - - - Undl.	153 15 0		
Kirkinner - - Par. 3	- - -	86	36 0
Kirkmaiden - F.C. 5	- - -	99	30 0
Larbrax - - 5	- - -	30	15 0
Larbrax - - G.A.	90 0 0		
Leswalt - - F.C. 5	- - -	49	21 10
Leswalt (Streuchan Madras) - - - 11	265 8 9	161	66 2
Lochans - - - 3	182 0 0	76	42 10
Luce, New - Par. 3	- - -	48	16 10
Malzie Side, Subscription.			
Newton Stewart, Infant - Epis. 3	- - -	90	55 0
Penningham - Par. 2	- - -	79	31 10
Portlogan - Ch. of S. 2	- - -	60	31 13
Portpatrick - F.C. 5	- - -	58	21 10
Portpatrick - Par. 8	- - -	78	18 0

a For two years. *b* Removed from inspection. *c* School not in existence.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868).	
		Average Attendance.	Amount.
WIGTOWN—*cont.*	£ s. d.		£ s. d.
ort William Sir W. Maxwell's - - 3	- - -	110	38 6 8
orbie - - F.C. 6	- - -	36	21 10 0
orbie - - Par. 3	- - -	90	27 10 0
ooneykirk - F.C. 5	- - -	70	41 10 0
ooneykirk, Moel, Unsectarian 5	220 0 0	51	23 0 0
ooneykirk, Sandhead - - Sess. 3	- - -	33	24 13 4
WIGTOWN—*cont.*	£ s. d.		£ s. d.
Stranraer, Academy - - -	465 0 0		
Stranraer, Elementary - 11	65 0 0	196	91 10 0
Stranraer - - F.C. 5	138 15 0	145	76 13 4
Stranraer, Industrial.			
Whithorn (Countess of Galloway's) - - 3	- - -	86	30 0 0

INDEX OF CONTENTS OF THE INSPECTORS' REPORTS CONTAINED IN THIS VOLUME.

ARNOLD, MATTHEW, Esq. (*Normal and Practising Schools of the Congregational Board of Education at Homerton*):

Scope of this first visit of inspection, 451. Present circumstances of Homerton College, 451. History and rules of the Congregational Board of Education, 452. The proper denomination of the Board's Schools *Evangelical*. Identity of this denomination with the general denomination of Protestant schools in Germany, 453. History and financial position of the Homerton College, 454. Its buildings and accommodations for students, 454. Its officers and their teaching, 455. Its practising schools, 455. Recommendation founded on character of its schools and teachers, 455.

ARNOLD, MATTHEW, Esq. (*Wesleyan Normal Schools, Westminster*):

The late principal, the Rev. John Scott, 443. Teaching staff of the college, 444. Students; formation of a preparatory class, 444. Medical report; change in dietary, 444. Results of recent examination; first-year students in training to be masters, 445. Second-year students in training to be masters, 445. Results of recent examination; first-year students in training to be schoolmistresses, 446. Second-year students, 446. General remarks on studies, grammar, and composition papers, 446. Want of all instruction in universal history and the history of religion; Universal history, 447. Religious instruction in English training schools; narrow conception of it, 448. And in English elementary schools also, 448. Contrast offered by German schools, 449. The denomination "Evangelical," 449.

BELLAIRS, Rev. H. W. (*Berks and Oxford*):

Population of the district, 20. Educational condition of it in regard to church schools, 20. Results of examinations, 21. Causes of failures, 21. Irregularity of attendance, 21. Parental sacrfice for education not necessarily confined to higher classes of society, 21. Prudential motives for self-sacrifice wanting among the poor, 21. A possible remedy for parental apathy in the poor, 21. The conditions of a good primary school, 22. The confinement of management to one person inexpedient, 22. Progress of children subservient to securing capitation grants, 22. Pecuniary interest of teachers sometimes opposed to progress of children, 22. Importance of superintendence, 23. Youth and inexperience of teachers causes of failure, 23. Pupil-teachers imperfectly exercised in teaching and managing classes, 23. Importance of "practising" schools in training teachers, 23. Suggestions for improving skill of pupil-teachers, and of students in normal schools, 23. Deficient agency a cause of failure, 23. Combination of small schools desirable; obstacles to it, 23. Schools under simple inspection generally inefficient, 24. Inspection of them in great measure useless, 24. They do not properly educate, 24. Night schools, 24. Standard of efficiency of local examiners different from that of Committee of Council, 25. Standard of efficiency shown by examples, 25. Income of schools, 25. Endowments, 25. Voluntary contributions, 26. School payments, 26 Calculations on the state of efficient education in the district and

BELLAIRS, Rev. H. W.—*cont.*

elsewhere, 27. Ignorance and crime connected, 28. Impressions in the minds of some persons that deficiencies may be reduced by sending Her Majesty's Inspectors to neglected parishes, 29. Objections to this, 29. And by taking away the necessity of certificate, 29. Objections to this, 29. Attempts to get rid of necessity of certificate evidence of low state of public opinion on elementary education, 29. Conclusions drawn from working of a German village school, 29. Restless state of certificated teachers deserves consideration, 30. Reasons for their restlessness, 30. Miss Burdett Coutts' Minute, failure of, 30. Suggestions for improvements in existing schools in receipt of annual grants, 31. Reading books, 31. School hours, 31. Holiday, 31. Drill, 32. Home lessons, 32. Heating and ventilation, 32. Music, 35.

BOWSTEAD, J., Esq. (*Gloucester, Monmouth, Brecknock, and Glamorgan*):

Statistics of district, 274. Comparison with other parts of the country, 274. Recent influx of scholars, 274. Appointment of inspector's assistant, 275. Great lack of aided schools, 275. Want not adequately supplied by unaided schools, 276. Number of places in which additional aided schools are wanted, 276. Estimate of number of schools required, 277. Compulsory education requires that all schools submit to examination, 277. General statistics fallacious, 278. Probable result for the whole of England and Wales, 278. Want not likely to be supplied under present system, 279. Kind of school required, 279. Anxiety of working classes to get unsectarian schools, 280. Schools supported by stoppages from wages, 280. Workmen obliged to build neutral schools for themselves, 281. Evils attending denominational schools, 281. Progress of opinion in favour of secular schools, 282. Separation of religious from secular teaching, 283. Refusal of sites for schools, 284. How to meet this difficulty, 285.

BYRNE, Rev. J. R. (*Gloucester*):

Extent of the district, 36. Statistical summary of the year's work, 36. Results of examination, 36. Annual grant day schools, 36. Their condition, in what respects satisfactory, 36. 1. Bristol and Clifton, 36. Annual grant schools progressing favourably, 36. Their number inadequate to the population, 37. 2. Gloucester, unsatisfactory condition of the annual grant schools, 37. Want of educational organization in Gloucester, 38. Parochialism an evil, 38. 3. Cheltenham annual grant schools flourishing, 38. Cheltenham parish church boys' school the model of an annual grant school, 39. 4. Smaller towns, 39. 5. Suburban and rural schools, 39. Small increase in the number of annual grant schools, 40. Irregularity of attendance and early age of leaving school, 40. Irregularity counteracted by — 1. Revised Code, 40. 2. Improved teaching, 41. 3. Various expedients, 41. Education is becoming virtually compulsory, 41. Religious knowledge at a low ebb, 41. Advantage of relieving Her Majesty's Inspectors of examination in religious subjects, 42. Denominational classification of Her Majesty's Inspectors undesirable, 42. Reasons for abolishing it, 42. The grant for higher subjects, 43. Night schools, 43. Inspectors' assistants, 43. Spelling, 44. Difficulty of teaching spelling, 44. English orthography, inconsistencies of, 44. Suggestion of a reform in spelling, 44. Schools under uncertificated teachers, 44. Unsatisfactory state of the unassisted schools, 45. Examples, 45. 1. A school without a name, 45. 2. Meysey Hampton; a school in adversity, 45. 3. Lechlade; a school in duplicate, 46. Claims of unassisted schools to Govern-

Byrne, Rev. J. R.—*cont.*

ment aid, 47. Remedies proposed for deficiencies in the system of education, 47.

Capel, Rev. H. M. (*Warwick and Gloucester*):

Changes in district, 50. Distribution of aided schools, 50. Proportion of children present at inspection to the population in country districts, and in Birmingham, 51. More uneducated children in parishes receiving annual grants than in those which do not, 51. Schools transferred from and to the district, 51. New schools, 51. Increase in two years, 51. Principally due to increased number of children in parishes already under inspection, 52. Success of particular schools, why published, 52. Improvement in past two years in separate schools, mixed schools, and night schools, 57. Large number of children not individually examined, 57. Making up returns, 57. Returns often made up at the last moment, a practice very injurious to the teachers, 58. Number individually examined too small, due to the requirement of 200 attendances, 58. Bad effects of this to children whose parents are migratory, 59. Importance of making more pass in Standard VI., 59. How this might be done, 59. Unrecognized half-timers, 60. Suggestion, 60. Effects of Minute of 20th February 1867, on pupil-teachers, and on schools, 61. Mode of examination, 61. Suggestion as to presenting selected children from several classes, not all from the first class, 62. Success of schools in obtaining the new grant, 62. Religious knowledge, 62. Examination in it, 62. Writing and drawing, 62.

Cowie, Rev. B. Morgan (*Church of England Normal Schools for Schoolmasters*):

Inspection of these colleges stopped by other employment, 408. Special cases, Chester, Carnarvon, Carmarthen, Peterborough, 408. General report deferred, 408.

Cumming, J., Esq. (*Free Church Training College, Edinburgh*):

General character, 485. Individual lectures, 485. Instruction in music, 486. And drawing, 486. Criticism lessons, 486. Results tabulated, 487. Results in particular subjects, 487. Employment of former students, 488. Importance of such institutions, 488.

Cumming, J., Esq. (*South Eastern District of Scotland*):

Classes of schools, 367. Number of schools, 367. Pupil-teachers, 368. Results of examination, 369. Reading, 370. Writing and arithmetic, 370. Scripture, 370. Geography and grammar, 371. Other subjects, 371.

Du Port, Rev. C. D. (*Berks, Hants, Oxford, Surrey, and Wilts*):

Extent of district, 63. Schools visited not under certificated teachers, 63. Summary of the working value of schools not under certificated teachers, 63. Comparison between the working value of the schools under certificated teachers and of those under uncertificated teachers, 64. Review of the progress of education throughout my district, 65. Report concerning schools regularly visited for annual grants, being under certificated teachers, 66. The working of the Revised Code, 66. The evil of mere simultaneous answering lessened under the Revised Code, 67. Instruction in higher subjects, *e.g.*, geography, &c., increased by the new Minute of February 1867, 68. Proposed extension of Section 2 of the new Minute, 68. Extension of new Minute useful as a feeler towards an agricultural half-

Du Port, Rev. C. D.—*cont.*

time system, 69. The new Minute in its relation to drawing, 69. Reading, writing, and arithmetic in our annual Grant schools, 70. Infants' schools, and appended infants' classes in national schools, 71. Instruction in needlework, 73. Schools of mixed boys and girls, 74. Needlework in these mixed schools, 74. Religious instruction, 75. Pupil-teachers, 78. Cause of scarcity of pupil-teachers, 78. Remedy proposed; "Recognized but unapprenticed trained monitors," 78. Night schools, 80. Youths presented at night school examinations in subjects much lower than those which they have actually been studying, 80. Standard of night school examiners too lax, 80. Proposal to employ special assistant-inspectors to examine night schools, 81. Tone of opinion as to a conscience clause, 81. Opinion as to compulsory education, 82.

Fearon, D. R., Esq. (*Normal School for Schoolmasters at Bangor*):

Buildings and premises, 430. Number of students in residence and their standing, 430. List of second-year students, 431. List of first-year students, 431. Terms of admission and form of declaration, 432. List of students admitted at the December examinatiion, 1868, 432. The staff, 433. Duties of the principal, 434. Duties of the vice-principal and tutor, 434. And division of work between them, 434. Duties and salary of the vice-principal, 434. Duties and salary of the tutor, 435. Results of the Christmas examination, 436. The practising school; change of head master, 439. Unsatisfactory condition of the practising school under the late master, 439. Prospects of improvement in the practising school, 440. Necessity of providing a certificated assistant master for the practising school, 441. Health of the students; report of the medical officer, 441. Importance of watching the careers of the students after their departure from the Normal school, 441.

French, Rev. G. (*Yorkshire*):

Preliminary remarks, 84. Present district, 84. Statistics, 84. Income, 84. Expenditure, 85. Staff, 85. Accommodation, 85. Number present at inspection, 85. Number for examination, 85. Number of passes, 85. Infants, 85. Capitation grant for 1868, 85. Night schools, 86. Remarks on night schools, 86. School buildings, 86. Teachers, 86. Advice to young teachers, 87. Pupil-teachers, 87. Subjects of instruction, 87. Moral and religious teaching, 88. The liturgy, 88. The catechism, 88. Reading, 89. Writing, spelling, 89. Arithmetic, 89. Other subjects, 89. Passes per cent., 90. Summary remarks on reading, writing, and arithmetic, 90. Tabular statement of district, 94. Difficulties in the way of elementary education, 95. Effects of irregular attendance, 97. Compulsory attendance, 97. The present system works well, 97. Necessity of religious teaching, 97. Requirements for proper education of the poor, 98. Children in towns, 98.

Fussell, Rev. J. G. C. (*Middlesex*):

Work of the year, 100. Number of teachers, 100. Number of children, 100. Comparison of results with those shown in his last report, 100. Conclusions from this, 100. How far satisfactory, 101. How far unsatisfactory, and why, 101. School age and school stay (in the same school) compared with those in 1866, 101. Unfavourable character of these results, 101. A metropolitan district labours under special disadvantages in these respects, 102. Importance of

FUSSELL, Rev. J. G. C.—*cont.*

rendering the instruction more intelligent, 103. Minute of 20 February 1867, 103. Its conditions exceptionally difficult of fulfilment in my district, 104. Unfavourable tendency of individual examination in certain respects unless specially counteracted, 105. Recommendation made in 1866 repeated here, 105. If this be admissible some modification of Minute of 20 February 1867 desirable, 105. Requirements of Code as to standard work, 105. How dealt with by him, 105. Per-centage of passes compared with those of 1866, 105. Attainments of pupil-teachers not sufficiently satisfactory, 106. Probable causes of this, 106. Value of the certificate as a means of securing uniformity of system in our schools, 107.

GORDON, J., Esq. (*Church of Scotland Normal Schools, Glasgow*):

Limited admission to the seminary, 474. The two objects of Normal training, 474. Changes: physical science introduced, 475. Supplementary practice, 475. Lectures on teaching, 476. Practice of teaching, 476. Library: one of its uses, 477. Changes in teaching: (1.) Mathematical geography, 477. (2.) Industrial work, 477. (3.) Subjects of the standards, 477. (4.) Latin, 478. Increased attention to that branch, 478. Farther instruction desirable before entering seminary or after leaving it, 479. Reference to former teaching of agricultural science, 480. Visits of students to other schools, 480. How far practising department serves its purpose as a branch of Normal school, 480. Results of examination for certificate, 481. Funds, 481.

GORDON, J., Esq. (*Lanark, Renfrew, Dumfries, and Bute*):

Only annually aided schools inspected, 325. New admissions to annual aid, 325. Aid discontinued, 326. Location of the schools, 326. Description of the schools, 327. Class of the population served by these schools, 329. Teaching power, 330. Attendance, 331. Results of standard examinations, 333. Instruction beyond the standards, 334. Instruction beyond standards inspected, 335. Recent changes, 336. Desiderata, 338. Secondary instruction, 340.

GREAM, Rev. N. (*Essex*):

Statistics, 108. Evening scholars, 108. Education, 108. Extra subjects, 108. Instruction, 108. Religious knowledge, 108. Reading, 109. Writing, 110. Drawing, 110. Arithmetic, 110. Girls' superiority of mind, 110. Notation, 111. Style in summing, 111. Uncertificated teachers, 111. Irregular attendance, 112. Pupil-teachers, 112.

HALL, J., Esq. (*Argyll, Ayr, Kirkcudbright, Wigtown, and the Western Islands of Scotland*):

District, 343. Assistance, 343. Number of schools, 343. School accommodation, 343. Improvement in school premises, 343. By whom effected, 343. Managers, 344. New schools, 344. Defective buildings, 344. Augmentation refused, 344. Apparatus, 344. Slates and pencils, 344. Want of preparation for inspection, 344. Infants to be provided with slates, 345. Black-board not sufficiently used, 345. Reason for this, 345. Importance of black-board, 345. Suggestion, 345. Log-book, 345. How kept, 345. Its abuse, 346. Registers, 346. Suggestion, 346. Certificated teachers, 346. Pupil-teachers, 346. Their papers, 346. Arithmetic, 346. History, 347. Teaching, 347. Supply of pupil-teachers, 347. Assistant teachers preferred to pupil-teachers, 347. Schools visited for simple inspection, 347. Results of inspection, 348. Irregular attendance, 349. Read-

HALL, J., Esq.—*cont.*

ing, 349. Not good in the higher standards, 350. Reason for this, 350. Reading books, 350. Suggestion, 350. Unintelligent reading the cause of errors in spelling, 350. Writing, 350. Arithmetic, 351. Examination by means of printed cards, 351. Effects of it, 351. School stay of scholars, and proportion in each standard, 351. Religious knowledge, 351. Bible, 351. Catechism, 352. Effect of Revised Code on the higher work, 352. No diminution of the higher work in the best schools, 352. Grammar, 352. Method sometimes pursued, 352. Mathematics, classics, 352. Domestic industry, 352.

HOWARD, Rev. W. W. (*East and North Devon*):

Departments inspected in 1867; in 1868, 114. Evening school examinations, Art. 142, 114. Examinations of pupil-teachers, 114. Increase of pupil-teachers, 114. Scarcity of suitable male candidates, 114. Conduct of pupil-teachers, 114. Certified teachers, 115. New school buildings, 115. Ventilation, 115. New annual grant cases, 115. Changes in management, 115. Removal of Seaton to British list, 115. Passes in standards in 1867, 115; in 1868, 116. Apparent retrogression, 116. Retrogression, its causes, 116. Retrogression tested, 116. Showing a progress, 116. Schools which have done well in 1867, 116. Schools which have done well in 1868, 116. Special progress, 116. Minute of February 1867, 117. Grammar better than geography, 117. Superiority of schools which teach additional subjects, 117. Dearth of education, 117. Large parishes without schools under certified teachers, 118. Proportion of population to children on registers, 118. Small proportion who attended 200 times, 118. Proportion of infants, 118. Nature of education obtained, 118. Attainments and ages compared, 118. Attainments too low, 118. Children leave school with imperfect education, 118. Short term of attendance, 119. Otherwise considered, 119. Conclusions, 119. Inspected schools better than non-inspected, 119. Need of legislation, 119. United schools, 120.

KOE, Rev. R. L. (*Kent and Sussex*):

Number of teachers and scholars, 121. Religious knowledge, 122. Reading, 122. Writing, 122. Arithmetic, 123. Higher subjects, 123. Night schools, 123. Simple inspection cases, 123. New annual grant schools, 124.

LYNCH, H. J., Esq. (*Scotland, Northumberland, Cumberland, Durham, and York*):

Number of schools, of departments, and of scholars, 307. Number of pupil-teachers and candidates, 307. Area of district, 307. Increase of work since 1860, 307. General progress since 1860, 307. General progress in Yorkshire, 308. General progress in counties of Durham and Northumberland, 309. General progress in Cumberland, 309. General progress in Scotland, 310. Schools withdrawn from inspection, 311. State of instruction, 312. Teaching of the higher subjects, 312. Registers, 312. Log books, 312. School accounts, 312. Teachers, 312. Female teachers, 312. Masters, 312. Pupil-teachers, 313.

MIDDLETON, D., Esq. (*Perth, Stirling, Dumbarton, Linlithgow, and Clackmannan*):

Number of schools, 354. Of teachers, 354. Of scholars, 354. Buildings, 354. Desks, books, and slates, 354. General reports

MIDDLETON, D., Esq.—*cont.*

very seldom reach school managers or teachers, 354. Review of work, 355. Per-centage of children presented, 355. In what standards, 355. Standard VII., 355. Table of passes, 356. Remarkable rise in four years, 356. Scholars from non-inspected schools, 356. Subjects beyond the Revised Code examination schedule, 356. Tabulated return of scholars learning these subjects, 356. Summary of the Table, 360. Latin, 360. Greek, 360. French 360. Mathematics, 360. Effect of grammar schools, 360. Grammar, 361. English composition, 361. Geography, 362. History, 362. Drawing, 362. Singing from notes, 362. Singing not from notes, 362. Plain needlework, 362, Cutting from cloth, 363. Arithmetic above Standard VI., 363. Bible and catechism, 363. Merit table, 363. Schools under masters, 364. Schools under mistresses, 364. Female teachers, 364. Treasury building grants, 364. A starved schoolmaster, 364. Parish Schools Act, 1861, 365. What a parish school may still be, 365. Education board, 365. False school returns, 365.

MITCHELL, Rev. M. (*East of London and North Middlesex, with extra Schools in Cambridge, Huntingdon, Essex, Wiltshire, and Hants*):

General, 125. Schools inspected, 125. Total number of children examined, 126. Pupil-teachers, 126. Assistant teachers, 128. State of education in district, 129. On cultivation of manners, 129. Infant schools, 130. Number of passes does not indicate the true condition of a school, 131. Night schools, 131. The numbers examined not in proportion to numbers in average attendance, 132. Standard requirements, 132. Difficulty of collecting funds, 134. Books, 136. Extra subjects, 138. Labour of furnishing the returns, 139. Small increase of schools, 140. Education rate, 140. Compulsory education, 140.

MORELL, J. D., Esq. (*South-eastern Counties of England*):

Effects of Minute of February 20, 1867, 286. Obstacles to the working of the New Minute, 286. Difficulty of obtaining pupil-teachers, 287. Increase of schools under inspection, 287. Non-conformist point of view, 288. Report on the separate branches of instruction, 289, Reading, 289. Writing, 289. Arithmetic, 290. Geography, 291. Grammar, 291. Additional encouragements to teachers, 291. Educational problem of the future, 292. Statistical conclusion, 294.

MORELL, J. D., Esq. (*Normal Schools of the British and Foreign School Society in the Borough Road for Schoolmasters, and at Stockwell for Schoolmistresses*):

BOROUGH ROAD.—Officers of the institution, 423. Results of Christmas examinations, 424. Reading and recitation, 424. Practical teaching, 424. Health, 426. Buildings, 426. STOCKWELL.—Officers, 426. Buildings, 426. Health, 427. Teaching, 427. School practice, 427. Reading, recitation, and teaching, 429.

PAREZ, Rev. C. H., M.A. (*Cumberland and Westmoreland, and part of Lancashire, Northumberland, and Yorkshire*):

Addition to district, 142. Increase in the number of day schools, 142. Increase in infant schools, 142. General comparative estimate for the years 1866–1868, 142. United schools under Articles 135–141, 143. Indirect advantages of, 143. Quasi training of the teach-

PAREZ, Rev. C. H.—*cont.*

ers, 144. Practicability of applying Government aid in ordinary way to schools of the class which is now aided through the union scheme, 144. The grouping system, when possible, ought to be highly successful educationally, 144. The scheme really economical, 145. The restriction in Article 135*b* seems too severe, 145. The Minute of 20th February 1867, 145. Additional grant frequently claimed in boys' schools not being endowed, 146; and received in part at least in about one-third of the schools, 146. What subject chosen, &c., 146. Several of the higher subjects sometimes taught, 147. Time to be devoted to higher subjects, 147. Small schools not induced by new Minute to come under inspection, 147. Religious instruction, 147. Prohibition of slates and scribbling paper, 148. Sums requiring thought, 148. Arithmetic of pupil-teachers, 148. Learning by heart, recommend adoption of, 148. Schools Inquiry Commissioners' Report, vol. vi., p. 477, 149. New diocesan scheme for aiding small schools on a system somewhat similar to that of the Revised Code, 149. General interest in education in this district, 150.

PICKARD, Rev. H. A. (*Yorks.*):

District of inspector, 151. Population, 151. Acreage, 151. Change of district, 151. Report on state of schools not in receipt of annual grants, 151. Adel, 152. Bardsey, 152. Clifford, 152. Cowling, 152. Cullingworth, 152. Eccup, 153. Gildersome, 153. Headinley, 153. Lotharsdale, 153. Rocking, 153. State of schools in receipt of annual grants, 154. List of the best schools in the district arranged in order of merit, 154. Endowed schools, 155. Salaries of teachers, 155. Income and expenditure of managers in annual grant schools, 155. Expenditure per child greater in other schools, 155. Amount granted in district, 155. Number of children on registers, 155. Their age, 155. Short stay in school, 155. Work of inspector, 156. Classification of teachers, 156. Pupil-teachers; girls plentiful, 156. Boys more scarce, 156. But to be procured, 156. Increase in number at examination, 156. Class list of pupil-teachers, 156. Stimulation to exertion very beneficial, 156. Religious knowledge, 157. Conscience clause, 157. Needlework, 157. Reading, 157. Writing, 158. Arithmetic, 158. Schools which deserve an unfavourable report, 158. Hindrances to satisfactory state of instruction, 159. Half-timers, 159. Many infants under mistress of girls' schools, 159. But ample accommodation in Leeds for those who attend national schools, 159. Helps to the progress of education, 160. Minute of 20th February 1867, 160. Appointment of Diocesan inspector, 160. Prize scheme associations, 160. Yorkshire Board of Education, 160. Registers, 160. Log book, 161.

PRYCE, Rev. S. (*Mid-Wales*):

Attendance, 162. Ages of children on school-registers, 162. Income and expenditure, 163. Passes on examination, 163. Extent of district, 163. Schools in it to be divided into English and Welsh, 164. Welsh practically presents no difficulty in the working of a school, 164. Attainments of children in English and Welsh schools about equal, 164. Much capital made out of the Welsh difficulty in inferior schools, 165. Examination conducted entirely in English, 165. Reasons for refusing to make any exception to this in the examination in religious knowledge, 165. The effect of thus acquiring English in the day schools, 165. Benefits resulting from the issue of the joint circular by the Welsh inspectors, 166. The school

PRYCE, Rev. S.—*cont.*

when the inspector enters in its usual working order, 166. An uniform standard, 167. The standard fixed upon, fair, 167. The definiteness with which the requirements under the Minute of February 1867 are stated, very beneficial, 168. School-registers, the manner in which they are kept, 168. Teachers as a class high principled and honest, 169. A recommendation to abolish the payment for dots, and in lieu thereof to increase the amount for pass, 169. Scheme to be extended to infant schools and infant classes, 169. The expediency of paying occasional visits to schools without giving formal notice, 170. Objections considered, 170. Number of annual grant schools in the several counties in district, 171. Number of simple inspection cases, 171. Number of parishes with a population over 400 in these counties having no government school, 171. Education in Montgomery, 171. Education in Cardigan, 172. Education in Carmarthen, 172. Education in Pembroke, 173. Education in Radnor, 173. Efficient schools in border counties, 174. Endowed schools not generally very efficient, 174. Simple inspection schools, 174. Their defects, 175. Simple inspection schools much benefited by the visits of the inspector, 175. Good mistresses and not inferior masters should be employed in small schools, 175. Parishes in which there are no government schools of any description, 176. Desirability of establishing Government schools in these parishes, 176. Religious rivalry presents a difficulty, 177. Suggestion how to conciliate the various religious bodies, 177. Secular schools to be established, 177. Appointment of teacher under certain conditions to remain in the hands of the clergy, 177. The Welsh clergy care more for the management of the school than for the religious teaching, 178. What the Welsh clergy object to most in British schools, 178. Two observations on what has been stated above; (1) with respect to the unanimity and co-operation between churchmen and dissenters, 179. (2) Establishing secular schools in country places would not injure the cause of religion or of the Church, 180.

ROUTLEDGE, Rev. C. F. (*West Riding of Yorkshire*):

General statistics, 181. Deceitfulness of statistics, 182. Parliamentary return, 25 February 1868, 183. Compulsory education, 183. Prevalence of routine, 185. Religious instruction, 186. Minute, 20 February 1867, 186. Pupil-teachers, 188. Needlework, 190. Elementary subjects, 190. Copying, 192. Night schools, 192. Singing, 193. Books and apparatus, 193. Miscellaneous recommendations, 194. Opinion on assistant, 194. The religious question, 194. Farewell to district, 195. Conclusion, 195.

SANDFORD, Rev. H. R. (*Worcester and Stafford*):

Character of the district, 197. Increase in the number of schools and of scholars inspected since 1866, 197. Increase in the number of teachers, 198. Proportion of children in inspected schools to the population no greater than it was, 198. Educational state of certain parishes very low, 198. The standard of attainment as compared with what it was two years ago, 199. Scriptural teaching, 199. Extra subjects, geography, grammar, 200. How far the elements of physical science may be taught, 200. More advanced teaching in scientific subjects very rarely given, 201. If advanced teaching is to be given a change in the constitution of schools will be necessary, 201. Departments for secondary instruction needed, 202. Extension of the educational system needed, so as to embrace the poorest classes, 203.

SANDFORD, Rev. H. R.—*cont.*

School life of the poorest classes of children exceedingly brief, 203. Reasons why the children of the poorer and more improvident classes attend school so little, 204. I. School fees in the upper classes too high, 204. Whether upper and lower departments or upper and lower schools should not be established, 205. Some of the endowed schools might form secondary schools, as at Dudley, 205. Additional school-rooms not the great want, 206. Existing school-room not occupied, 206. Ragged schools do not meet satisfactorily the want of the poorer class, 206. Provision for educating the poorer class can only be met by adopting the plan of a school rate, 207. Arguments for a school rate, 208. II. Second cause of imperfect education claims of the labour market, 209. Factory Acts Extension Act, 209. Workshops Regulation Act, 209. Importance of military drill and physical exercise for factory scholars, 209. Mines Inspection Act, 210. Improvement in the educational clauses needed, 210. III. Third cause of imperfect education, neglect of parents, 210. Large proportion of children of a certain class who neither go to work nor to school, 210. An Act to secure to all children two or three hours' schooling a day essential, 211. Night schools, 211. Assistant masters needed for night-school work, 212. Grants towards night schools small as compared with grants made towards science teaching, 212. A small amount of night-school attendance might be required under the Factory Act, 214. Aid of volunteers very useful in evening schools, 214. Sewing classes in girls' schools rarely visited by ladies, 214. Girls' schools need encouragement in the black country, 215. Infants' schools, 215. High per-centage of very young children attending school in this district, 215.

STEELE, Rev. G. (*Lancashire*):

Period embraced by report, 217. Only annual grant cases regarded, 217. Simple inspection cases, 217. General statistics, 217. Number present, 217. Average attendance, 217. Age of children, 217. Expenditure, 218. School pence, 218. Proportion to the whole expense, 218. New schools, 218. Change in district, 218. Results of examination, 218. Difference in localities, 219. Comparison of localities, 219. Elementary knowledge, 219. 1. Reading, 219. 2. Writing, 219. 3. Arithmetic, 220. List of best schools, 220. Half-time and full-time scholars, 221. Town and country scholars, 221. Infants' schools, 221. Evening schools, 221. Extra subjects, 222. Their usefulness, 222. Music, 222. Drill, 223. Religious knowledge, 223. Its superficiality, 223. Irreverence, 223. Amount of religious knowledge, 223. Conscience clause, 224. Manners, 224. Discipline, 225. Pupil-teachers, 225. Management left to teachers, 225. How it affects pupil-teachers, 226. Teaching power in half-time schools, 226. Attainments of pupil-teachers, 226. Supervision of pupil-teachers, 227. Importance of the subject, 227. Delay of education, 228. Compulsory education, 228. School and work short together, 228. Work before legal age, 229.

STEWART, Rev. D. J. (*Cambridge, Bedford, and Huntingdon*).

Schools are not as efficient as they used to be, 230. The loss of pupil-teachers, 230. The monitorial system of very little value, 231. Children are not thoroughly instructed, 232. Good reading is becoming very rare, 234. Uninteresting routine takes the place of good teaching, 235. The probable consequences of allowing teachers to farm grants of public money, 237.

STOKES, S. N., Esq. (*North-western Division of England*):

Number of schools and children inspected, 314. Schools newly aided, 314. Substitute employed, 314. Suggestions, 314. Style of new schools, 315. Gothic unsuitable, 315. Evil of costly schools, 316. Example, 316. Half-time system, 317. Mill schools, 317. Half-timers' ordinary schools, why excluded, 317. Why admitted, 318. Schools not bound to admit half-timers, 318. Want of success in half-time system, 318. Extension of system, 319. Want of religious census, 319. Liverpool diocese; aided schools, 320. Schools not aided, 320. Salford diocese; aided schools, 321. Schools unaided, 321. Shrewsbury diocese; aided schools, 322. Schools unaided, 322. Means of extending system through managers, 323. "Schools of ease" recommended, 323.

STOKES, S. N., Esq. (*Roman Catholic Normal Schools at Hammersmith for Schoolmasters, and at Liverpool for Schoolmistresses*):

HAMMERSMITH.—Staff, 467. New tutor, 467. Approaching change in principal, 467. Principal ought to reside, 468. Number of students, 468. Preparatory class, 468. Prospects of masters, 468. Entrance examination should be maintained, 468. Premises, 469. Excellence of practising school, 469. Importance of apprenticeship, 469. Committee meeting, 469. Performance in examination 469. LIVERPOOL.—Importance and difficulty of training schoolmistresses, 469. Success of the Liverpool Normal school, 470. Staff, 470. Students, 470. Health, 470. Premises, 471. Practising school, 471. Practice in teaching, 471. Dietary, 472. Committee, 472. Performance in examination, 472.

TINLING, Rev. Canon (*Church of England Normal Schools for Schoolmistresses*):

Students in residence, 1869 and 1868, 409. Christmas examination of students, 410. Health of students, 410. Benefit of second year's training, 411. Training for one year sanctioned for infant school teachers, 411. Mode of selecting candidates for one year's training, 412. Examination for admission, 412. Numbers who passed examination at Christmas 1868, 413.

TREGARTHEN, Rev. W. F. (*Dorset and Somerset*):

District, 241. Changes in it, 241. Character of the district, 241. Small parishes abound, 241. Relative size of parishes in which schools are aided and unaided, 241. Remarks and inferences from the above table, 242. Case of small parishes more fully considered, 242. Miss Burdett Coutts' scheme unattractive, 243. Suggestion for improving small schools, and extending to them some measure of State assistance, 243. Remarks on other unaided cases in parishes where the population exceeds 400, 244. Relative size and efficiency of aided and unaided schools, 244. General remarks on the condition of unaided schools, embodying my own experience as well as that of diocesan inspectors, 245. Reasons for schools not receiving State aid, 247. Causes which operate powerfully in Dorset, 247. General ignorance of the contents and misapprehension of the meaning of the Revised Code, 248. Aided schools, 248. 1. Age of children, 248. 2. Time in school, 249. Income of aided schools, 249. Mixed schools, 249. Female teachers best for them, 249. General statement as to the efficiency of schools under certificated teachers, 249. Swanage school very good, 249. Certificated teachers, some deserving of praise, 250. Others not deserving of praise, 250. Frequent change of teachers, 250. Provisional certificates, 251. Pupil-teachers, 251.

TREGARTHEN, Rev. W. F.—*cont.*

Male candidates for the office of pupil-teachers difficult to get, 251. General remarks on the character of the instruction in schools, 251. Good reading at Maiden Newton, and Gillingham, 252. School books, 252. Minute of 20 February 1867, 254. School cabinets, 255. Hindrances to education, 256. Compulsory education, 257. The clergy the main supporters of and workers in education, 257. Conscience clause, 257. A case in which the voluntary system has failed in securing permanent educational advantages to a parish, 258. Signs of increased interest in education amongst the farmers in Dorset, 258. Public mind anxious and unsettled about education, 259.

WADDINGTON, H., Esq. (*Cornwall, Devon, Dorset, Somerset, Wilts, and part of Gloucester*):

District almost unaltered, 295. Heads of report, 295. Number of simple inspection schools on list, 295. Generally below par, 296. Number of annual grant schools, 296. Average attendance, 296. A list *nominatim* is given in Appendix, 296. Statistics of attendance, 296. Ages of children, 297. Duration of stay at school, 297. Should grants be paid for infants under three years old, 297. Should not attendance at school be made compulsory, 297. Amount of Government grants, 298. General income and expenditure, 298. Buildings and accommodation, 298. Ventilation, 299. Drainage, 299. Accounts, 299. Marking registers, 299. Teaching staff, 299. Number of pupil-teachers, 299. Want of thought manifest in their papers, 300. Collective examinations of pupil-teachers, 300. Discipline, 300. Instruction, 301. Per-centage of passes, 301. Standard of "pass," 301. Extra subjects under Minute of 20 February 1867, 301. At a low ebb, 301. Standard for "pass" in geography, 301. In grammar, 301. Tenths deducted, 301. Excellent school at Bridport, 302. Handwriting of females, 302. Suggestions for improving it, 302. Reading, 302. "Look and say" method, 302. Reading of poetry, 302. All his schools have been visited without arrear, 302.

WATTS, Rev. E. T. (*Anglesea, Carnarvon, Denbigh, Flint, and Merioneth*):

Original extent of district, 260. Its reduction, 260. Its present extent, 260. Number of departments inspected prior to August 31st, 1868, 260. Principle on which is based their classification, 260. Inspection of schools conducted by uncertificated teachers, 261. Those selected for inspection of a representative character, 261. General neglect of examination schedule in such schools, 261. Consequent difficulty of testing them, 261. Reasons for selecting these for inspection, 261. Reports on those inspected, 261. Mode of examination, 262. Religious subjects identical with those of diocesan inspectors, 262. Why, 263. Mode of examination in extra subjects, 263. Revised Code, 263. Its good effects and growing popularity, 263. Its bad effects on the pupil-teacher system, 264. Minute, 20 February 1867, only a partial remedy, 264. Why, 264. Pupil-teacher system less attractive for other reasons, 264. High wages obtainable in quarries, &c., 264. Smallness of payment offered to pupil-teacher candidates, 265. Latter course prevailing chiefly in schools farmed out to teachers, 265. The bad effects of such a system, 265. Remedy suggested, 265. Religious knowledge; its unsatisfactory character, 266. Suggestions for its improvement, 266. Alleged causes of inferior discipline, 266. Suggestions for their removal, 266. Conscience clause everywhere recognized, 267. Non-

WATTS, Rev. E. T.—*cont.*

objection of Dissenters generally to National schools in a religious point of view, 267. Some of the best schools erected without a Government grant to avoid *imposition* of conscience clause, &c., 267. Illustration of progress of education, 268. District better supplied with school accommodation than with qualified teachers, 268. Principle of extending Government aid to non-certificated teachers satisfactory, if in place of the certificate a certain amount of training was insisted upon, 268. Night schools; desirable to extend grant to all under 25, 269. Night schools, however, not prosperous as a whole, 269. The best schools in the district, 269. Schools that have made very rapid progress, 269. Two departments eminent above the rest, 269. The peculiar advantages of these, 269.

WILKINSON, Rev. T. (*Scotland*):

Circumstances of schools much the same as in past years, 381. Number of schools, 381. Tabulated statements, 381. Increase and decrease, 381. Per-centage, 381. Remarks on the preceding tables, 381. Comparison of schools, 382. Education advances or declines as the Gentry act in regard to it, 382. Clergy the chief support and mainstay of the schools, 382. General condition of education in the district, 382. Comparative statement of passes in reading, writing, and arithmetic, 382. General per-centages of passes. 383. Results, 383. Reading, 383. Writing and dictation, 383. Arithmetic, 383. Higher subjects, 383. Religious instruction, 383. Grammar, &c., 383. Too much of analysis, too little of parsing, 383. Geography improving, 383. History moderate, 383. Sewing, &c., fair, 383. Music a failure, 383. Drawing advancing, 383. Registers, 384. Log-book not well filled up, 384. Teachers, 384. Pupil-teachers doing well, 384. Result of late examination for admission, 384. School buildings, 384. New school buildings, 384.

WILKINSON, Rev. T. (*Episcopal Church Normal School, Edinburgh*):

Date of examination of college, 498. Report more brief than formerly, 498. Accommodation, 498. Terms, 498. Premium, 498. Conditionally returned to students, 498. Terms to private students, 498. State of premises, 498. Teachers, and subjects for each, 498. Teaching, training, and lectures good, 498. Time table, 499. Reading and recitation, 500. Lessons in practising schools, 500. Notes of lessons, 500. State of practising school, 500. Normal mistress's report, 500. Health, &c. of students, 500. Result of the examinations, 500. Conclusion, 501.

WILSON, C. E., Esq. (*Free Church Normal School, Glasgow*):

Number of students, 492. Health of the students, 492. Christmas examination, 492. Staff, 493. Analysis of time tables, 493. Religious instruction, 494. Arithmetic and mathematics, 494. Geography and history, 494. Grammar and composition, 494. Reading and recitation, 494. Teaching, 494. Practising schools, 495. Results of examination of students, 495. Demand for trained teachers, 496. Results of the examination for admission, 496.

WILSON, C. E., Esq., (*West of Scotland and the Western Isles*):

Limits of district unchanged, 372. Increase of schools under inspection, 372. Difficulties incident to inspection in the Highlands and islands, 372. State of school buildings, &c., 372. Apparatus, 373. Want of proper slate pencils, 373. Importance of a proper pencil and a ruled slate, 373. School books, 373. Those of an older

WILSON, C. E., Esq.—*cont.*

date contrasted with those of the present day, 373. Importance of the object lesson, 373. Statistics of schools inspected, 374. Number of masters, 374. Of mistresses, 374. Of assistants and pupil-teachers, 374. Total number of teachers, 374. Number of children, 374. Results of examinations under the Revised Code, 374. Standard VII., 375. Results of individual examinations in numbers, 375. Number absent on day of inspection, 375. Children under six years of age, 375. Results of individual examinations in per-centages, 375. Numbers passed in reading, &c., 376. Remarks, 376. Results satisfactory, but do not indicate perfection, 376. Good reading a rare accomplishment, 376. In several schools reading fluent, &c., 376. The cause, 376. Importance of committing passages to memory recommended in former reports, &c., 377. Slate writing; results in Standards I. and II., 377. Writing to dictation, 377. In Standards III. results good, 377. In Standard IV. results not so satisfactory, 377. The cause, 377. Slight improvement in Standard V., 377. Results in Standards VI. and VII. very satisfactory, 377. Arithmetic still the weak point, 377. Deficiency in arithmetic, mainly in Standards I. and IV., 377. Inspector's assistant, 378. Religious instruction, 378. Grammar and geography, 378. History, 378. Latin, the teaching of it decreasing, 378. The cause, 378. Classics well taught in the schools where the masters are University men, 378. The Normal school and the University, 379. Supply of pupil-teachers, 379. Quality not equal to quantity, 379. Difficulty of getting male candidates of the *right sort*, 379. The causes, 379. Night schools, 379. Attendance very irregular, 379. The night school a necessary addition to the day school in the mining, &c. districts, 379. Why, 380.

INDEX OF PRINCIPAL SUBJECTS OF THE INSPECTORS' REPORTS CONTAINED IN THIS VOLUME.

ACCOUNTS OF ELEMENTARY SCHOOLS:
Waddington, 299; Lynch, 312.

ADMISSION (to Normal Schools):
Tinling, 409, 412, 413; Fearon, 432; Arnold, 444; Stokes, 468; Gordon, 474; Wilson, 496; Wilkinson, 498, 500.

ADULT EDUCATION SOCIETIES:
Sandford, 211; Tregarthen, 256.

AGE AND SCHOOL STAY OF SCHOLARS:
Bellairs, 20; Byrne, 40; Du Port, 66, 67, 69, 82; Fussell, 101; Howard, 118; Pickard, 155; Pryce, 162; Sandford, 203; Steele, 217; Tregarthen, 248; Waddington, 297; Hall, 351.

AMERICAN SCHOOLS:
Sandford, 202, 207.

ARITHMETIC:
Du Port, 70; French, 89, 90; Gream, 110; Koe, 123; Parez, 148; Pickard, 158; Routledge, 182, 190; Steele, 220; Stewart, 235; Tregarthen, 253; Morell, 290; Hall, 351; Middleton, 363; Cumming, 370; Wilson, 377.

ASSISTANT INSPECTORS FOR NIGHT SCHOOLS:
Du Port, 81.

ASSISTANT TEACHERS:
Bellairs, 23; Mitchell, 128; Sandford, 212; Steele, 226; Waddington, 299; Gordon, 330; Hall, 347.

ATTENDANCE OF SCHOLARS:
Bellairs, 21, 31; Byrne, 40; Capel, 58; French, 97; Fussell, 100, 105, 107; Gream, 112; Howard, 118; Pickard, 159; Pryce, 162; Bowstead, 274; Gordon, 331, 339; Hall, 349.

AUXILIARY SCHOOLS:
Stokes, 323.

BOOKS AND APPARATUS:
Bellairs, 31; Koe, 122; Mitchell, 136; Pickard, 157; Routledge, 192, 193; Stewart, 234; Tregarthen, 252, 255; Hall, 344, 350; Middleton, 354; Wilson, 373; Gordon, 477.

BUILDINGS AND BUILDING GRANTS:
Byrne, 47; French, 86; Howard, 115; Mitchell, 130, 135; Tregarthen, 255; Watts, 267; Bowstead, 284; Waddington, 298; Stokes, 315; Hall, 343, 344; Middleton, 354, 364; Wilson, 372; Morell, 426; Fearon, 430; Arnold, 454; Wilkinson, 498.

Candidates for Admission to Normal Schools (supply of):
Tinling, 409, 412, 413; Stokes, 469, 471; Wilson, 497.

Carlisle (Diocesan scheme for aiding small schools):
Parez, 149.

Census, Want of Religious:
Stokes, 319.

Certificate, Teachers' (as a condition of aid):
Bellairs, 29; Byrne, 44; Du Port, 64; Fussell, 107; Gream, 111; Parez, 144; Tregarthen, 243; Watts, 268; Waddington, 296.

Children's Employment Commission:
Sandford, 213, 214.

Classification (relative Merit) of Schools:
Capel, 52; Pickard, 154; Pryce, 172, 173, 174; Steele, 220; Watts, 260, 269; Middleton, 363.

Competition between rival Schools:
Bellairs, 26; Pryce, 167, 177; Watts, 266; Bowstead, 281.

Composition (as an exercise):
Parez, 146; Steele, 227; Tregarthen, 253; Gordon, 336; Middleton, 361.

Compulsory Education:
Bellairs, 21; Byrne, 41; Du Port, 82; French, 95, 97, 98; Howard, 119; Mitchell, 140; Routledge, 183; Sandford, 208, 211; Steele, 228; Tregarthen, 257, 258; Bowstead, 277; Waddington, 297.

Conditions of a good Primary School:
Bellairs, 22; Byrne, 39.

Congregational Board of Education:
Morell, 287; Arnold, 452.

Conscience Clause:
Du Port, 81; Pickard, 157; Pryce, 179; Routledge, 195; Steele, 224; Tregarthen, 248, 257; Watts, 267; Middleton, 363.

Copying (at Examinations):
Du Port, 77, 81; Routledge, 192; Tregarthen, 255.

Crime and Ignorance:
Bellairs, 28; French, 98.

Denominational System of Inspection:
Byrne, 42; Bowstead, 281.

Diocesan Inspection:
Byrne, 41, 42; Parez, 150; Pickard, 160; Tregarthen, 245; Watts, 262.

Discipline:
Gream, 112; Steele, 225; Tregarthen, 255; Watts, 266; Waddington, 300.

Drawing:
Capel, 62; Du Port, 69; Gream, 110; Middleton, 362; Cumming, 486.

Drill:
Bellairs, 32; Sandford, 209; Steele, 223.

Dutch Schools:
Sandford, 208.

Educational Survey:
French, 98.

Endowed Schools:
Bellairs, 25; Parez, 146; Pickard, 155; Pryce, 174, 176; Sandford, 202, 205; Stokes, 319; Gordon, 328; Middleton, 360.

"Evangelical" Schools:
Arnold, 449, 453.

Examination, Individual, General Remarks on:
Capel, 57, 58; Du Port, 67; Fussell, 104, 105; Mitchell, 131; Gordon, 333, 336.

Examinations (Elementary Schools), Results of:
Bellairs, 21; Byrne, 36; French, 90; Fussell, 105; Gream, 109; Howard, 115; Mitchell, 132; Pickard, 158; Pryce, 163; Routledge, 182, 190; Steele, 218; Waddington, 301; Gordon, 333; Hall, 348; Middleton, 355; Cumming, 369; Wilson, 374.

Examinations (Normal Schools), Results of:
Tinling, 413; Morell, 424, 427; Fearon, 436; Arnold, 445; Stokes, 469, 472; Gordon, 481; Cumming, 487; Wilson, 495; Wilkinson, 500.

Examinations (Elementary Schools), Causes of Failures in:
Bellairs, 21; Gream, 110.

Examination (by Inspector) in Religious Knowledge:
Byrne, 42; Capel, 62; French, 88.

Farming of Schools by Teachers:
Pryce, 179; Stewart, 237; Watts, 265.

Fees of Scholars in Elementary Schools:
Bellairs, 26; Sandford, 204, 207, 208; Steele, 218; Stewart, 239; Stokes, 318.

French Schools:
Sandford, 201.

German Schools:
Bellairs, 29; Sandford, 202, 211; Arnold, 449, 453.

Girls, compared with boys as to mental power:
Du Port, 74; Gream, 110.

Half-time System:
Bellairs, 31; Capel, 60; Du Port, 69; French, 96; Pickard, 159; Routledge, 184, 196; Sandford, 209, 211, 214; Steele, 221, 226, 228; Stokes, 317.

HEALTH OF STUDENTS IN NORMAL SCHOOLS:
Tinling, 410; Morell, 426, 427; Fearon, 441; Arnold, 444; Stokes, 470; Wilson, 492; Wilkinson, 500.

HINDRANCES TO EDUCATION:
French, 95; Mitchell, 128; Pickard, 155, 159; Sandford, 204, 209, 210; Tregarthen, 255.

HOLIDAYS:
Bellairs, 31.

HOME LESSONS:
Bellairs, 32.

INDUSTRIAL INSTRUCTION:
Bellairs, 31; Hall, 352; Gordon, 477.

INFANT SCHOOLS AND TEACHING:
Du Port, 71; Mitchell, 130; Parez, 142; Pickard, 159; Pryce, 169; Sandford, 215; Steele, 221; Waddington, 297; Gordon, 339; Hall, 345; Tinling, 411; Morell, 428.

INSPECTION AND EXAMINATION, Method of:
Capel, 61; Du Port, 70; Fussell, 105; Parez, 148; Pryce, 166, 170; Routledge, 185; Watts, 262; Gordon, 337.

INSPECTION, Proportion of Schools under:
Bellairs, 20; Byrne, 40; Capel, 51; Howard, 115; Koe, 124; Mitchell, 140; Parez, 142; Sandford, 197; Steele, 218; Tregarthen, 247; Bowstead, 275; Morell, 287; Waddington, 296; Lynch, 307, 311; Stokes, 314; Gordon, 325, 327; Wilson, 372.

INSPECTORS' REPORTS:
Parez, 150; Middleton, 354.

INSTRUCTION:
Bellairs, 22; Byrne, 41; French, 87; Fussell, 103; Gream, 108, 112; Pickard, 159; Stewart, 232; Tregarthen, 251; Morell, 287, 289; Waddington, 300; Lynch, 312; Gordon, 339; Hall, 346; Cumming, 370.

INSTRUCTION, Higher Subjects of:
Bellairs, 22, 35; Byrne, 43; Capel, 61; Du Port, 68; French, 89; Fussell, 103, 105; Gream, 108; Howard, 117; Koe, 123; Mitchell, 138; Parez, 145; Pickard, 160; Pryce, 168; Routledge, 186; Sandford, 200; Steele, 222; Tregarthen, 254; Watts, 263, 264; Morell, 286, 291; Waddington, 301; Lynch, 312; Gordon, 334, 339; Hall, 346, 352; Middleton, 355, 356; Cumming, 371; Wilson, 375, 378; Arnold, 446; Gordon, 475, 477, 478; Cumming, 486; Wilson, 494.

IRISH EDUCATION COMMISSION:
Cowie, 408; Stokes, 314.

MAINTENANCE (Income and Expenditure) OF SCHOOLS:
Bellairs, 25; French, 84; Howard, 119; Mitchell, 134; Pickard, 155; Pryce, 163; Routledge, 195; Steele, 218; Tregarthen, 249, 257; Waddington, 298; Gordon, 327, 481.

MANAGEMENT OF SCHOOLS:
Bellairs, 22, 23; Mitchell, 140; Pryce, 178; Routledge, 186; Steele, 225, 227; Stokes, 323; Hall, 344.

MANCHESTER AND SALFORD (Education Aid Society):
Bellairs, 28.

MANNERS:
Mitchell, 129; Steele, 224; Tregarthen, 251.

MEMORY, Cultivation of:
Parez, 148; Routledge, 185, 188; Stewart, 234; Wilson, 377.

METHOD OF TEACHING:
Du Port, 67; French, 88; Gream, 109; Mitchell, 128, 137; Pryce, 175; Routledge, 185; Sandford, 199; Stewart, 234; Waddington, 302; Gordon, 337; Hall, 352; Wilson, 373; Morell, 424, 427, 429; Stokes, 471; Gordon, 474, 476; Wilson, 494; Wilkinson, 500.

MIGRATORY CHARACTER OF LABOURING POPULATION:
Capel, 59; Fussell, 101, 105, 107.

MINING ACTS:
Sandford, 210.

MISTRESSES (for small Rural Schools):
Pryce, 175; Tregarthen, 249; Middleton, 364.

MIXED SCHOOLS:
Byrne, 38, 46; Du Port, 74; Stewart, 230; Tregarthen, 249.

MONITORS:
Du Port, 72, 78, 79; Stewart, 231, 234.

MORAL TONE OF SCHOOLS:
Tregarthen, 255.

MUSIC:
Bellairs, 35; Mitchell, 130, 139; Pryce, 166; Routledge, 193; Steele, 222; Tregarthen, 255; Middleton, 362; Cumming, 486.

NATIONAL EDUCATION, General Observations on:
French, 98; Morell, 292; Middleton, 365; Cumming, 488; Wilson, 497.

NEEDLEWORK:
Bellairs, 31; Du Port, 73, 74; Pickard, 157; Routledge, 190; Sandford, 214; Stokes, 318; Middleton, 362.

NIGHT SCHOOLS:
Bellairs, 24; Byrne, 43; Du Port, 80; French, 86; Koe, 123; Mitchell, 131; Routledge, 192; Sandford, 211; Steele, 221; Tregarthen, 256; Watts, 268; Wilson, 379.

NORMAL SCHOOL INSTRUCTION AND TRAINING:
Bellairs, 23, 32; Fussell, 107; Pryce, 176; Waddington, 299; Lynch, 307, 312; Wilson, 379; Tinling, 411; Morell, 427; Fearon, 432, 441; Arnold, 444, 446, 455; Stokes, 469; Gordon, 474, 475, 477; Cumming, 488; Wilson, 493, 494; Wilkinson, 498.

Norwegian Schools:
Bellairs, 31; Sandford, 202.

Object Lessons:
Routledge, 190; Wilson, 373.

Parents, Apathy of:
Bellairs, 21; French, 96, 98; Sandford, 210; Steele, 228.

Parishes, Small:
Pryce, 171, 176; Tregarthen, 241; Bowstead, 276.

Parishes, Parliamentary Return of (1868):
Bellairs, 28; Du Port, 65; French, 90; Pryce, 171; Routledge, 183; Bowstead, 275.

Parochial Schoolmasters (Scotland) Act, 1861:
Middleton, 365.

Parochial System:
Bellairs, 23; Byrne, 38; Mitchell, 134; Sandford, 201.

Payment by Results:
Bellairs, 22; Pryce, 174; Morell, 291.

Poor Districts, Extension of Aid to:
Bellairs, 29; Byrne, 47; Du Port, 82; Pryce, 171, 176; Tregarthen, 243; Stokes, 322.

Population, Proportion of, at School:
Bellairs, 20, 27; Byrne, 37; Capel, 50; Du Port, 66; French, 94; Howard, 118; Pryce, 171, 172, 173; Routledge, 183; Sandford, 198, 204; Stokes, 319.

Practising and Model Schools:
Bellairs, 23; Morell, 424, 427; Fearon, 439; Stokes, 469, 471; Gordon, 476, 478, 480; Cumming, 486; Wilson, 495; Wilkinson, 500.

Preparatory Class (in Normal Schools):
Arnold, 444, 455; Stokes, 468.

Prize Schemes:
Pickard, 160; Sandford, 211.

Provisionally certificated Teachers:
Gream, 111; Sandford, 206; Tregarthen, 251.

Public Opinion on Elementary Education:
Bellairs, 29; Byrne, 41; Du Port, 81; Parez, 150; Routledge, 195; Sandford, 211; Tregarthen, 258; Bowstead, 275, 282; Gordon, 339.

Pupil-teachers:
Bellairs, 23; Capel, 61; Du Port, 78; French, 87; Fussell, 106; Gream, 112; Howard, 114; Mitchell, 126; Parez, 147, 148; Pickard, 156; Routledge, 188; Steele, 225, 226; Stewart, 230; Tregarthen, 251; Watts, 264; Morell, 287; Waddington, 299; Lynch, 307, 313; Gordon, 330; Hall, 346; Cumming, 368; Wilson, 379; Stokes, 469; Wilson, 497.

Ragged Schools:
Sandford, 206.

Rate for Education:
French, 98; Howard, 118, 119; Mitchell, 140; Sandford, 207, 213; Morell, 288.

Reading and Henley (Schoolmasters' Association):
Du Port, 69.

Reading, and Repetition of Poetry:
Du Port, 70, 71; French, 89, 90; Gream, 109; Koe, 122; Pickard, 157; Routledge, 182, 190; Steele, 219; Stewart, 234; Tregarthen, 252; Morell, 289; Waddington, 302; Gordon, 339; Hall, 349; Cumming, 370; Wilson, 373, 376; Morell, 424, 429; Wilson, 494; Wilkinson, 500.

Registers and Log Book, and Managers' Returns:
Capel, 57; Mitchell, 139; Pickard, 160; Pryce, 168, 170; Stewart, 239; Tregarthen, 256; Waddington, 299; Lynch, 312; Hall, 345; Middleton, 365; Cumming, 371.

Religious Difficulty:
Pryce, 177; Routledge, 194; Watts, 267; Bowstead, 280, 283; Morell, 288; Middleton, 363: Arnold, 447.

Religious Knowledge:
Byrne, 41, 46; Capel, 62; Du Port, 64, 75; French, 88, 97; Gream, 108; Koe, 122; Mitchell, 133; Parez, 147; Pickard, 157; Pryce, 165, 178; Routledge, 186; Sandford, 199; Steele, 223, 227; Tregarthen, 247, 251; Watts, 262, 266; Bowstead, 280, 283; Morell, 288; Gordon, 337, 338; Hall, 351; Middleton, 363; Wilson, 378; Arnold, 447; Wilson, 494.

Revised Code, General Working of:
Bellairs, 22; Byrne, 40; Du Port, 66; French, 97; Gream, 108; Stewart, 230; Watts, 263; Stokes, 323; Hall, 352; Cumming, 370.

Rural and Suburban Schools:
Byrne, 39; Du Port, 79; Parez, 147, 149; Pryce, 175.

School Accommodation, Supply of:
Byrne, 37; Du Port, 65; French, 94; Howard, 117; Mitchell, 140; Pickard, 159; Routledge, 182; Sandford, 206; Watts, 267, 268; Bowstead, 276, 284; Stokes, 319, 323.

School Hours, Length of:
Bellairs, 31.

School Rooms, use of, for other than school purposes:
Mitchell, 135.

Schools, General Progress of:
Bellairs, 22; Byrne, 36; Capel, 57; Du Port, 65, 66; Howard, 116; Mitchell, 129; Parez, 142; Pickard, 154; Pryce, 171; Routledge, 182; Sandford, 199; Stewart, 230, 234; Tregarthen, 249; Watts, 268; Lynch, 307; Wilson, 376.

Scott, the late Rev. John:
Arnold, 443.

Secondary Instruction:
Capel, 59; Pickard, 160; Sandford, 200, 205, 212; Morell, 293; Gordon, 329, 336, 340, 478.

Secular Schools:
Du Port, 81; Pryce, 177, 180; Sandford, 206; Bowstead, 282; Morell, 288.

Social Condition and Occupations of Parents of Scholars:
Sandford, 203; Stewart, 239; Tregarthen, 258; Gordon, 329.

Spelling and Punctuation:
Byrne, 44; French, 89; Hall, 350.

Standards of Examination:
Bellairs, 25; Capel, 59; Du Port, 80; Fussell, 105; Mitchell, 132; Routledge, 194; Waddington, 301; Hall, 351; Middleton, 355; Gordon, 477.

Statistics, Fallacy of:
Routledge, 182; Bowstead, 278.

Statute Fairs:
Byrne, 41; French, 95.

Swedish Schools:
Bellairs, 31.

Syllabus of Examination (for Students in Normal Schools):
Tinling, 410; Arnold, 446.

Teachers:
Bellairs, 22, 23, 29; Du Port, 63; French, 86; Fussell, 107; Gream, 111; Howard, 115; Parez, 144; Pickard, 155, 156; Pryce, 168, 176; Routledge, 185; Sandford, 198; Steele, 225, 227; Stewart, 234; Tregarthen, 250; Watts, 268; Morell, 287, 291; Waddington, 299; Lynch, 312; Gordon, 330; Hall, 346; Middleton, 364; Fearon, 441; Stokes, 468; Wilson, 496, 497.

Teachers, their Pecuniary Interest in Grants:
Bellairs, 22; Pryce, 168, 169.

Towns, Educational Progress in:
Byrne, 39; French, 98; Fussell, 102; Pickard, 158, 159; Steele, 221; Gordon, 327.

Unaided Schools:
Bellairs, 24; Byrne, 44; Du Port, 63; French, 90; Gream, 111; Howard, 119; Koe, 123; Parez, 149; Pickard, 151; Pryce, 171, 174; Steele, 217; Tregarthen, 242, 244; Watts, 261; Bowstead, 276; Waddington, 295; Hall, 347; Middleton, 356, 364.

United Schools (Articles 135–141):
Bellairs, 23, 30; Howard, 120; Parez, 143; Tregarthen, 243.

University for Teachers of Parish Schools in Scotland :
Wilson, 378, 379; Gordon, 479.

Ventilation and Warming :
Bellairs, 32; Howard, 115; Mitchell, 130; Waddington, 299.

Voluntary System :
Bellairs, 26; Tregarthen, 258.

Welsh Language :
Pryce, 164.

Workmen's Schools (South Wales) :
Bowstead, 280.

Workshops' Regulation Act :
Sandford, 209.

Writing and Dictation :
Capel, 62 ; Du Port, 70; French, 89, 90; Gream, 110; Koe, 122 ; Pickard, 158; Routledge, 182, 190; Steele, 219; Tregarthen, 252; Morell, 289; Waddington, 302; Gordon, 336; Hall, 350; Cumming, 370; Wilson, 377.

Yorkshire (Board of Education)
Pickard, 160.

LONDON :
Printed by George E. Eyre and William Spottiswoode,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.

FRENCH MINISTRY OF AGRICULTURE, COMMERCE, AND PUBLIC WORKS.

COMMISSION

ON

TECHNICAL INSTRUCTION,

APPOINTED BY

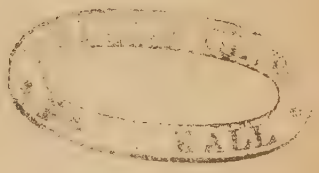
Imperial Decree, 22nd June 1863.

REPORT ON TECHNICAL INSTRUCTION IN GERMANY AND SWITZERLAND,

TOGETHER WITH

DOCUMENTS LAID BEFORE THE COMMISSION.

Presented to both Houses of Parliament by Command of Her Majesty.



LONDON:
PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

22925. 1869.

LONDON:

CONTENTS.

PART I.—REPORT ON THE CONDITION OF TECHNICAL INSTRUCTION IN GERMANY AND SWITZERLAND.

	Page
1. General Report on the Organization of Industrial Education in Germany and Switzerland	1
Primary instruction	2
Results of primary education in France	5
Elementary instruction in drawing	8
Expenses	,,
Apprentices	,,
Children employed in factories	9
Apprentice schools (*Écoles d'apprentissage*)	10
Improvement schools (*Écoles de perfectionnement*)	11
Similar schools in Austria	12
Workmens' societies (*Associations volontaires d'ouvriers*)	13
Upper middle class schools	14
Trade schools (*Écoles industrielles*)	15
Analogous schools in Austria	17
Observations on the preceding schools	,,
Practical schools (*Real Schulen*)	18
General organization of the practical schools in Prussia	,,
Advantages offered in Prussia to the students of the practical schools	20
Practical gymnasia (*Real Gymnasia*)	21
Polytechnic institutes	,,
Special branches of instruction	26
Method of teaching drawing	,,
General system of education in Germany	27
Comparison of the expenditure for public instruction in different countries	28
2. Special Report on the Educational Establishments in the Kingdom of Hanover	30
Primary education	,,
Improvement Schools (*Écoles de perfectionnement*) for apprentices	31
Trade school (*École industrielle*) of the City of Hanover	32
Associations of workmen	,,
Practical school of Hanover	34
Commercial school	35
Building Trade School	36
Polytechnic School	37

PAGE

3. SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS IN THE GRAND DUCHY OF BRUNSWICK - - - - - - 43
Collegium Carolinum - - - - - - „
Building School (*École de constructeurs*) at Holzminden - - 54

4. SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS IN THE KINGDOM OF PRUSSIA - - - - - - - 55
Primary education - - - - - - - 56
Upper Weaving School (*École supérieure de tissage*) at Elberfield 58
Improvement schools - - - - - - - 59
Protestant apprentice societies (*Sociétés d'apprentis*) - - 60
Working men's associations - - - - - - „
Trade schools - - - - - - - 61
Architectural Academy - - - - - - - 64
Mining Academy - - - - - - - 66
School of Industrial Drawing - - - - - - 67
Navigation schools - - - - - - - 68
Practical schools - - - - - - - 69
At Berlin - - - - - - - 72
At Wittstock - - - - - - - 73
Upper middle-class schools (*Écoles bourgeoises supérieures*) - 74
Gymnasia - - - - - - - - - „
Polytechnic Institute - - - - - - - 75

5. SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS IN THE KINGDOM OF SAXONY - - - - - - - - 77
General system of instruction - - - - - - „
School of Master-Workmen (*Maitres ouvriers*) - - - - 79
Building school (*École des constructeurs*) - - - - - „
Upper School (*École supérieure*) at Chemnitz - - - 80
Practical schools - - - - - - - 81
Practical School at Neustadt - - - - - - 83
Polytechnic Institute at Dresden - - - - - „
Admission of Engineers to the Public Services - - - 88
General summary - - - - - - - - „

6. SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS OF THE EMPIRE OF AUSTRIA - - - - - - - 90
Primary improvement schools - - - - - 91
Normal colleges (*Écoles d'instituteurs*) - - - - - 92
Trade schools - - - - - - - - 93
Trade School at Prague - - - - - - 96
Upper schools of industry and commerce - - - - 99
Agricultural schools - - - - - - - - „
Schools of forestry and mines - - - - - - 100
Oriental Academy - - - - - - - 101
Schools of Art and Music - - - - - - - „
Academy of Commerce - - - - - - - - „
Middle schools ; gymnasia - - - - - - 102
Practical schools - - - - - - - - 104
Practical School at Prague - - - - - - 107

PAGE

6. SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS OF THE EMPIRE OF AUSTRIA—*continued.*

Practical School at Trübau - - - - - 108
Practical School at Vienna - - - - - „
Wieden Practical School - - - - - 110
Gumpendorf Practical School - - - - - 111
Protestant Practical School at Vienna - - - - „
Special schools - - - - - - - - 112
Higher instruction; Universities - - - - 117
Schools for Midwives - - - - - - 119
Technical Institutes - - - - - - „
University of Padua - - - - - - 121
Polytechnic Institute of Prague - - - - - 122
Polytechnic Institute at Vienna - - - - - 126
General synopsis of educational institutes in Austria - - 131

7. SPECIAL REPORT ON THE EDUCATIONAL INSTITUTES IN THE KINGDOM OF BAVARIA - - - - - - 133
Primary education - - - - - - „
Technical Instruction - - - - - - 134
Trade schools - - - - - - - 136
Schools of Commerce and of Agriculture - - - 137
Practical Gymnasia - - - - - - „
Polytechnic Institute at Munich - - - - - 138
Polytechnic Institute of Nüremberg - - - - 143
Drawing School at Nüremberg - - - - - „
Sunday schools - - - - - - - 144
School of Agriculture and Industry - - - - 145
Central Agricultural School at Weyhenstephan - - - 146
Synoptical view of education in Bavaria - - - - 148

8. SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS OF SWITZERLAND - - - - - - - 149
Primary schools - - - - - - „
Secondary schools - - - - - - 150
Higher education; University - - - - - 151
Cantonal schools - - - - - - 152
Veterinary School - - - - - - 153
Normal Training College - - - - - 154
Agricultural School - - - - - - 155
Polytechnic School - - - - - - 156

9. SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS OF THE KINGDOM OF WÜRTEMBERG - - - - - 167
Primary schools; Factory and Drawing schools - - 167
Weaving School (*École de tissage*) - - - - 169
Middle schools (*Écoles moyennes*) - - - - 170
Seminaries; Gymnasia - - - - - - „
Trade schools; Improvement schools - - - - 171
University of Tübingen - - - - - - „
Agricultural schools; Veterinary School at Stuttgart; Polytechnic School - - - - - - 172

PAGE

10. SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS OF THE GRAND DUCHY OF BADEN - 179

Primary and Factory schools - „

Improvement schools; Sunday schools - 180

Agricultural and Veterinary schools - 181

Trade schools (*Écoles professionnelles*) - „

Upper middle-class schools (*Écoles bourgeoises supérieures*) - 185

Literary schools (*Écoles littéraires*) - 186

Athletic schools (*Écoles de gymnastique*) - 187

Military schools - 188

Universities - „

Upper girls' schools - „

Horological School at Fürtwangen - 189

Plaiting Schools - 193

Associations of working men - 194

Polytechnic School at Carlsruhe - „

Summary - 204

PART II. — REPORTS AND NOTICES OF INSTITUTIONS FOR TECHNICAL INSTRUCTION IN FRANCE.

ACCOUNT OF THE IMPERIAL CONSERVATORY OF ARTS AND TRADES - 205

ACCOUNT OF THE IMPERIAL CENTRAL SCHOOL OF ARTS AND MANUFACTURES - 215

Object of the school - „

Organization of the instruction - 219

Admission of foreigners - 225

Schools founded abroad on the plan of the Central School - 226

Future of the school, and its influence on the trade of the country 227

Objections to the instruction given at the Central School - 228

Historical Retrospect and conclusion - 229

Programme of the Central School for 1867 - 230

ACCOUNT OF THE IMPERIAL SCHOOLS OF ARTS AND TRADES - 232

Historical Summary - „

Present organization - 241

Practical Instruction - 243

Utility of the schools - 245

ACCOUNT OF THE POLYTECHNIC AND PHILOTECHNIC SOCIETIES - 249

Free classes - „

Lectures - 256

Libraries for the people - 258

PAGE

ACCOUNT OF THE EDUCATIONAL INSTITUTES OF THE STEAM NAVIGATION COMPANY AT LA CIOTAT (*Compagnie des Services Maritimes des Messageries à La Ciotat*) - - - - - 260
Institutions founded or assisted by the Company - - - „
Results - - - - - - - - - 266
Means of developing technical instruction - - - 270

ACCOUNT OF THE TECHNICAL SCHOOL AT THE WORKS OF GRAFFENSTADEN - - - - - - - - 272

ACCOUNT OF THE TECHNICAL CLASSES AT THE IMPERIAL MANUFACTORY OF ARMS AT TULLE - - - - - 274

REPORT OF 1848 ON INDUSTRIAL EDUCATION BY THE PROFESSORS OF THE CONSERVATORY - - - - - - 277
Trade Schools - - - - - - - 278
Schools of Arts and Trades - - - - - 282
Conservatory of Arts and Trades - - - - „
Special Libraries - - - - - - - 283

ACCOUNT OF THE UPPER SCHOOL OF COMMERCE - - - 284

STATEMENT OF VARIOUS TECHNICAL SCHOOLS IN EACH DEPARTMENT OF FRANCE - - - - - - - - 294

SUMMARY OF THE INQUIRY ON TECHNICAL INSTRUCTION - - 303

PALL MALL

PART I.—REPORT OF THE SUB-COMMISSION APPOINTED TO INQUIRE INTO THE STATE OF TECHNICAL INSTRUCTION IN GERMANY AND SWITZERLAND.

To His Excellency the Minister of Agriculture and Public Works.

GENERAL REPORT ON THE ORGANIZATION OF INDUSTRIAL EDUCATION IN GERMANY AND SWITZERLAND.

SIR,

THE object of the mission which you confided to us was to collect the most precise information that could be obtained on the organization and actual condition of the professional educational establishments existing in Germany. To comply as completely as possible with your desire to be promptly informed on these questions, we were compelled to confine our investigations to the more important centres of education and manufactures. We flatter ourselves, however, that we have seen enough of them to be able to lay before you a general view of the organization of the instruction intended for workpeople, tradesmen, manufacturers, and engineers of different classes, and to call your attention to the analogies and differences which is displayed in the various countries which we have visited.

We have received from the Governments, heads of establishments, and scientific men, the most cordial aid in the accomplishment of our mission. Everywhere the utmost readiness was shown in supplying us with oral and documentary information calculated to enlighten us. We feel bound to declare this fact, and to make known that, in spite of the political anxiety which at the moment disquieted Germany, the esteem felt for the scientific doctrines of France, the liberality with which she opens her educational institutions to foreigners, as to her own citizens, have established bonds of union and kindly feeling which political questions cannot weaken.

Leaving Paris on the 6th of March, we visited the establishments of professional and industrial education of Elberfeld, Hanover, Brunswick, Berlin, Dresden, Prague, Vienna, Nüremberg, Munich, Zürich, Stuttgart, and Carlsruhe, and returned to Paris on the 16th of April. M. Perdonnet, recalled by the requirements of his office, was obliged to leave us at Vienna, on the 17th

of March. But, on his way home, he visited by himself, Stuttgart, Zürich, and Carlsruhe.

In our Report we will endeavour to group together all the information we have been able to collect on the organization of instruction in one and the same country, so as to enable any one to form a correct notion of the whole system and its arrangement. But as the documents, which are numerous and contain many tables and figures, may require considerable time to peruse and some little study to appreciate the differences and analogies, we have thought that our work would be more easy to read and better adapted for attaining the end proposed, if we first gave a general view of the similar institutions adopted, at the same time calling attention to the varieties they present, and then concluded with deducing the general consequences which seem to result from them.

This rapid statement, by showing the idea of the general system adopted in Germany, will also enable you the more easily to determine what are the means for attaining the same end most in harmony with our habits and institutions.

Primary Instruction.

The basis and starting point of all systems of public education being primary instruction, and, in this respect that of our population being very incomplete, in spite of the great and ever-increasing sacrifices made by the State to extend the benefits of the law of the 21st June 1833, we have felt bound to devote our attention to the manner in which this instruction is organized in Germany, and to the successive additions made to it. We have not forgotten the statements made by several of our chief manufacturers during the inquiry which you held respecting the difficulties they encountered in finding, among their most intelligent workmen, overseers sufficiently conversant with the most elementary branches of primary instruction. On the other hand, the general ignorance of foreign languages in France, is a great drawback to our industry, especially in our relations with other countries, inasmuch as, in certain trades and for correspondence, it is indispensable to obtain from abroad both overseers and counting-house clerks. The literary education given to young men who intend to follow the commercial career ought therefore to engage your attention as well as technical instruction. Such are the motives which have led us to occupy ourselves with these two classes of study, which we regret to see so imperfectly pursued in France ; at the same time that we felt bound to examine the organization of the teaching of the applied sciences.

In all the countries we have visited, whatever the form of government or religion, both law and custom make primary instruction compulsory. Nowhere is it admitted that fathers have the right, to the prejudice of society, of withholding from their children this nourishment of the mind, any more than they can deny them that of the body. Laws and formal regulations establish

this compulsion; a special supervision is exercised to ensure its observance, and it is further secured by graduated penalties, consisting in the first instance of an admonition from a magistrate, or a special authority, next of a fine, and lastly of imprisonment.*

These rules are as strictly observed in republican Switzerland as in monarchical Austria. They are everywhere accepted, and few persons ever attempt to evade them without legitimate grounds. But grounds of this kind too commonly exist in the rural districts. The isolated and scattered position of houses, the state of the roads, the mountainous nature of the country, are so many obstacles which necessitate a relaxation of the rule, at least for a time.

Austria.—Thus—taking the Austrian Empire—whilst out of the total number of children of six years old, who ought to attend the primary school, it is really frequented in:

Upper Austria, by	99·2	per cent.
Lower Austria	98·5	„
Styria	84·2	„
Tyrol	100·0	„
Bohemia	95·9	„
Moravia	99·1	„
the proportion diminishes for:		
Hungary, in general, to	55·4	„
Carinthia	71·9	„
Venetia	34·5	„
Croatia	19·8	„

But it is proper to remark that the diffusion of education in this country presents this peculiar feature; the populations composing the Empire speak nineteen different languages or idioms, which renders indispensable, almost everywhere, the teaching of at least two languages: the vernacular first, then the German.

In central Germany and Switzerland the attendance is general and secured by a regular supervision, of which we shall afterwards give instances. But notwithstanding the natural obstacles, or the indifference of some populations remote from centres of intellectual activity, the principle subsists every where; the exception therefore astonishes when it does not present itself as the consequence of evident circumstances. For instance, the colonel of a regiment in one of the minor States of Germany having ascertained that, out of a contingent of 800 men recently sent to him, four individuals could not read, the fact appeared so extraordinary that an inquiry was held in order to ascertain the cause.

Baden.—A proof of the way in which compulsion acts is presented by the commercial statistics of the Grand Duchy of Baden,†

---

* For poor parents whose children are admitted gratuitously, the fine is replaced by so many days' work for the township.

† *Die Gewerbe im Grossherzogthum Baden*, by Dr. R. Dietz (p. 102).

which contain the following facts regarding the offenders condemned to different punishments, that is to say, the very lowest part of the population :—

Out of 100 prisoners there were—	1859.	1860.	1861.	Average.
MEN :				
Able to read and write - -	97·21	97·79	97·38	97·40
Able to read, but not to write -	1·02	0·14	0·13	0·43
Totally illiterate - - -	1·76	2·05	2·47	2·09
WOMEN :				
Able to read and write - -	92·14	94·21	88·17	91·77
Able to read, but not to write -	0·71	1·73	6·29	2·58
Totally illiterate - - -	7·14	4·04	4·72	5·30

It must be acknowledged, however, that, notwithstanding the provisions of the law, and without special circumstances to justify its non-observance, there are in some States very great inequalities and irregularities in the actual attendance at the primary schools. This is especially made manifest for Austria, as we have just stated, and as will be seen in the Report on the Austrian schools addressed, in 1862, to Chevalier von Schmerling, Minister of State.* We give at length, in the part of our Report which especially concerns Austria, the curious statistical results contained in those returns.

But if attendance at school is secured by the enforcement of the law, the question still remains whether the result obtained really meets the wants of the country, and what is the proportion of young persons able to read and write as compared with the total number of the same age. Our information on this point is not so complete as we could wish ; however, we may cite some rather characteristic results.

Bavaria.—In Bavaria, among the young recruits who joined the army in 1864, the number of those who could read and write but imperfectly, or could only read, was on the average eight per cent.

Prussia.—In Prussia, the proportion of children from 5 to 12 or 14 years of age who really attend the primary schools to those who ought to do so is:—

978 per thousand for boys ;
971 per thousand for girls.

The average would therefore be 974 who, out of every 1,000, attend the schools, which, for 3,900,000 children of the age stated, would correspond to an attendance of 3,798,600, and to the

* *Bericht uber die Austellung von Schul und Unterrichtsgegenständen in Wien*, 1862.

absence of 101,400 children, and not of 600,000, as the Minister of Public Instruction conceives. On the other hand, the statistics of recruitment for the army show that, out of 1,000 recruits joining the regiments, there are only 30 unable to read and write.*

Saxony.—In Saxony, the number of children from 6 to 14 years of age who ought to attend the primary schools is 370,802
The schools are really attended by - - 371,980

Difference in excess - 1,178

This excess of attendance is attributed to the fact that a certain number of children go to school before they are six years of age, and that others remain after fourteen. There are also a rather considerable number of foreign pupils, attracted by the reputation of the Saxon schools. In a statistical work on Saxony, Dr. E. Engel gives the following results as to the recruits joining the army :—

Years.	Number of Men per 1,000		
	Able to read and write.	Able to read only.	Totally illiterate.
1847 - - -	957	23	19
1848 - - -	967	20	13
1851 - - -	960	17	16
1852 - - -	966	16	18

Results of Primary Instruction in France.

If we compare the results obtained in Germany with those which are every year carefully ascertained and collected by the Ministry of War, we are compelled to acknowledge the great inferiority of our population in this respect, and the slow progress of primary instruction in France.

The following table contains :—

1. The numbers of young men of 20 in all France who drew for the conscription, that is the whole of the young men of that age in the empire;

2. The number of those who could neither read and write ;

3. Lastly, the proportion of this last number to the first from 1828 to 1862 inclusively, that is, for a period of 35 years, in which are comprised the 29 years elapsed since the enactment of the law of 1833, which may have begun to produce its effects on the men of that age from 1845 or 1846, or for about sixteen years.

* See the special report on Prussia (p. 57).

Years.	Total of Young Men who drew for the Conscription.	Number of Young Men unable to read or write.	Number per Thousand of Young Men unable to read or write.
1828	282,985	149,824	530
1829	294,975	153,635	521
1830	294,593	146,502	496
1831	295,978	143,752	488
1832	277,477	131,353	474
1833	285,805	131,011	458
1834	326,298	149,195	457
1835	309,376	139,585	450
1836	309,516	136,294	440
1837	294,621	128,127	435
1838	287,311	120,436	419
1839	314,521	130,434	414
1840	300,717	125,760	418
1841	300,822	121,698	406
1842	304,222	122,058	401
1843	304,998	118,790	387
1844	308,900	117,879	382
1845	300,775	111,382	370
1846	307,091	109,038	356
1847	304,905	106,443	348
1848	305,124	106,138	348
1849	304,023	106,279	350
1850	305,712	104,995	344
1851	311,218	105,900	341
1852	295,762	98,671	335
1853	301,295	99,548	330
1854	306,622	99,600	324
1855	317,855	102,495	321
1856	310,289	97,875	317
1857	294,761	90,373	306
1858	305,330	92,579	302
1859	306,314	80,878	266
1860	312,204	90,781	293
1861	321,435	90,942	283
1862	323,070	88,796	274

On examination, this last column shows :—

1. That out of 1,000 young men aged 20 in 1828, that is, who were born in 1808, in the midst of our great wars, there were 530, or more than half, unable to read and write.

2. That out of the same number born in 1813, who, in 1833, when the law on primary instruction was promulgated, were 20 years of age, there were still 458, or nearly half, equally untaught.

3. That after 29 years' operation of this beneficent and popular law, notwithstanding the ever-increasing sacrifices of the Government (the sum of 100,000 francs voted for popular education in 1829, had increased in 1848 to 3,700,000 francs, and in 1861 to 4,797,000 francs), there are still 274 out of a thousand, or more than one-fourth, who cannot read or write.

The table also shows how slowly, so slowly as almost to induce despair, the diminution takes place in the number of young men unable to read and write, notwithstanding the increased resources

which the parishes (*communes*), the departments, and the Government constantly devote to this fundamental part of public instruction. We see, in fact, that, whilst the sum appropriated by the State for primary instruction has been raised from 100,000 francs, its amount in 1829, to 4,797,000 francs in 1862, that is to say, 48 times more, and while the sums expended by the townships have increased in a far greater proportion, the number of men of 20 years old who can neither read nor write has only decreased from 530 to 274 per 1,000, or less than half. This decrease even seems to become slower and slower in spite of the inverse increase of the pecuniary sacrifices, and it would even appear that so long as no more efficacious measures shall be taken than votes of money and founding of new schools, we cannot hope to see this proportion descend only to that of 10 illiterate individuals out of 100 men aged 20 in less than 50 years.

We are not called in this Report to discuss the means to be adopted in order to obtain this very desirable result, that every man called by the laws to enjoy the rights of citizenship and to fulfil its duties shall be at least able to read and write. But we cannot help expressing the deep conviction that the progress of morality and of civilization, and the pecuniary sacrifices of the State will not of themselves suffice to attain this end. The trustworthy information which we have collected in Germany shows us, on the contrary, that in the countries where the laws make primary instruction obligatory for all, and where a paternal but strict supervision, rather than penalties enacted but seldom applied, assures the execution of those laws, the principle has so completely passed into the habits of the people that scarcely any one thinks of evasion. After about 30 years or less, since the enactment of these laws, every man of 20 in Germany can read and write, whereas, in France, all the money expended, during the same lapse of time, has only resulted in diminishing the number of the untaught by less than one-half.

When a firm determination is taken, there is not so much difficulty as might be supposed in obliging even all the children of a parish (*commune*) to attend the classes of the primary school. The municipal and ecclesiastical authorities, and the landowners can exercise a very great influence towards securing this result. Legal constraint for so justifiable a reason is readily accepted in even those countries which are least prepared for it. For instance, when Prussia, in virtue of the treaties of 1815, took possession of the duchy of Posen, then containing 1,000,000 of inhabitants, with not so many as 20 primary schools, the Prussian Government introduced compulsory attendance at the schools, and met with no difficulty. It was the same, even, in the Rhenish provinces, which then passed from the rule of France to that of Prussia. If our manners and the national character are opposed to legal coercion, there are other means which might at least accelerate progress, but, as we have already remarked, it is not our present business to indicate them; we must content ourselves with supplying the data we have collected on this important question, so closely allied with that of professional and industrial education.

Elementary Instruction in Drawing.

The programmes of the primary schools, besides religion, reading, writing, the elements of arithmetic, the rudiments of history and geography, comprise nearly everywhere, both for boys and girls, the study of freehand drawing, as a preparation for further teaching.

Expenses.

The expenses of the primary schools are, as a general rule, defrayed by the parishes, but the Government aids the poorer localities. The school fees, always very low, are only required of those who have sufficient means; the poor are admitted gratuitously.

Apprentices.

In a great part of Germany trade corporations still exist, but with very limited rights. Apprenticeships are under regulations, and cannot be regarded as terminated till after examinations in which persons unconnected with the corporation generally take part. Among the obligations incumbent on apprentices we nearly everywhere find that of attending, from 16 to 18 years of age, the lessons given on Sundays and holidays, and even in some cases evening classes, which are held at the primary schools.

These lessons, which are intended to improve the instruction which the young people have received, by giving it further development, are not only a very useful, but, as we think, an indispensable supplement of the studies of the primary schools. They very nearly correspond to what the law of 1833 prescribed for our schools under the name of superior primary instruction. They also offer the great advantage of preventing youth from forgetting what they have learned at the primary school, of familiarizing them completely with the elementary knowledge there acquired, at the same time that they enable backward boys to recover lost time. The excuses, more or less valid, which are made to explain absence from the primary school on working days cannot be available on Sundays. The obligation to attend them is enforced by disciplinary measures similar to those adopted for the elementary schools, and in some countries the masters are made responsible for the attendance of their apprentices at the Sunday lessons.

At Carlsruhe there are also classes in the morning before the working hours begin. Attendance at these is compulsory till 17 years of age. Full particulars on this subject will be found in the special Report on the Grand Duchy of Baden.

Although there are considerable differences between one country and another, this obligation to attend the Sunday schools is generally imposed on the ex-pupils of the primary schools till 16 or 18 years of age. It has the result of improving their acquaintance with their first studies, of giving them some instruction in drawing, geometry, commercial arithmetic, and what-

ever concerns the principal trades that may be practised in the district. This instruction is gratuitous, and given at the expense of the parishes.

Children employed in Factories.

The employment of children in factories is, as is well known, on the one hand a necessity, on the other one of the greatest obstacles to the physical, intellectual, and moral development of the working population. The Commission has received some distressing information on this point, and it has also heard from many manufacturers and from the Industrial Society of Mulhouse, the expression of a determination, both honourable and philanthropic, that, in order to prevent the rising generation from being brought up ignorant, the work of children and apprentices shall be limited to six hours per day, the rest of their time being devoted to education and the recreations suitable to their years.

Since 1837 the Prussian Government, in the threefold interest of society, of the education and the morals of youth, has constantly enforced efficacious measures. According to the last regulations (16th May 1853):

"Children cannot be allowed to work in factories under the "age of 12.*

"From and after 1st October 1853 young people under 16 "years of age cannot be admitted to work in factories until their "father or guardian presents a certificate stating that they can "read and write. The manufacturer must keep this certificate "and produce it when required by the authorities.

"Children under 14 years of age cannot be allowed to work "more than six hours a day. Three hours a day shall be devoted "to instruction.

"It is strictly forbidden to allow children under 16 years of "age to work before half-past five in the morning, or after "eight in the evening."

Graduated penalties, increasing for each repetition of the offence, punish the infraction of these rules for the protection of childhood, and even, in case of three convictions within the space of five years, the magistrate is empowered to interdict for a given time the employment of children in a factory.

This suspension is compulsory if there be six infractions of the regulation within the same space of five years.

The Government appoints inspectors to watch over the execution of this regulation, which was signed by the King on the 18th of August 1853.

Other articles provide for the supervision of manufactories with regard to health and morals, enforce the separation of girls under 16 from men and boys, and order separate sleeping rooms for each sex.

With a view to maintaining the paternal authority, it is ordered that children's wages shall be paid to their parents.

---

* See the special Report on Prussia (p. 57).

The inspectors have also to ascertain that the kind of work and the substances handled are not injurious to the health of the children.

Finally, care is to be taken that all workshops where dust, etc., is generated, shall be properly ventilated.

We have here mentioned these provisions, which will be further detailed in the special report on Prussia, because they show how wisely and paternally the Prussian Government has acted in all matters affecting childhood and youth.

The Austrian and the Saxon governments have been equally vigilant on this point. (See the special reports on Austria and Saxony).

Apprentice Schools.—(*Écoles d'apprentissage.*)

Besides the schools intended to improve the education which apprentices have received at the primary schools, by teaching them the rudiments of the sciences and of drawing which may be useful to them, there have been established in some parts of Germany, but not in any great number, special schools intended to train or improve workmen in various trades. Some are permanent, others temporary, merely for the purpose of introducing new trades into certain countries. When this end has been attained the school, being no longer necessary, is suppressed. We shall have to mention several instances of this kind, especially in the Grand Duchy of Baden.

The state of the populations has most frequently been the determining cause of these institutions, which have been founded chiefly in the poorest and most densely populated states. Thus, in Silesia, where great poverty prevailed, the Prussian Government has succeeded by these means in introducing the manufacture of Turkish carpets and also lacemaking, which have become an important resource for the country and have given rise to a considerable trade.

In the Grand Duchy of Baden,* schools of this description, called *Industrie-Schulen*, have been founded for the purpose of reviving the clock and watch making trade, which was in a declining state, and for improving the manufacture of straw plait for hats ; also for painting on enamel, porcelain, and earthenware. Results no less favourable have been obtained in Belgium, and in the province of West Flanders, where the nuisance of mendicity has been totally abated by the organization of sixty communal weaving schools. At Elberfeld in Prussia, at Stuttgart in Würtemberg, permanent weaving schools have been founded, for the purpose of teaching young men the complete theory of that industry, the composition and decomposition of designs, the transferring of patterns to cards, the making ready, and working of looms. The one at Elberfeld appears to be intended rather† for the instruction of the sons of the manufacturers of the town and teaching

---

* See special Report on the Grand Duchy of Baden (pp. 189 and 193).

† See special Report on Prussia (p. 58).

them the general principles of the manufacture, than for improving workmen already taught. Though the young men trained there receive a tolerably complete theoretical instruction, the results appear to us trifling in proportion to the expense.

The second school of this kind established at Stuttgart, receives only, as will be seen in the part of this Report relating to Würtemberg, workmen already trained, who have followed with success the classes for apprentices, and especially those of drawing. They are selected from among the most intelligent and most industrious practical weavers. The theoretical instruction given is combined with actual work at the loom, which they are bound to continue and practise six hours daily to meet their expenses; when they have thoroughly acquired the theory of weaving, in all its details and applications, they are sent abroad with a grant of money to work in the best factories and for the sake of improvement. On returning to their own country they make competent overseers in workshops and factories.

It is evident from these instances, that in certain cases, and for temporary or permanent objects, apprentice workshops may be useful. Nor should it be forgotten that in 1810 a workshop for spinning cotton, temporarily installed in the Conservatory of Arts and Trades, helped to train a considerable number of workmen, who afterwards spread that now important industry throughout the country.

Improvement Schools for Young Men.—(*Fortbildungs Schulen*).

Under this designation there exist in Germany certain institutions, all having for their object, though differing in form, the professional training (properly so called) of workmen. Foremost among the things taught in these schools or classes, which are held on Sundays or evenings, always stands freehand and linear drawing. In some countries, as in Würtemberg and Bavaria (Nüremberg), drawing is the especial object of these schools, and the impulse it has given to all the industries requiring that art are sufficiently striking, and so generally recognized as to render evident the usefulness and necessity of this branch of instruction.

A glance at the immense variety of children's toys with which Nüremberg supplies the whole world, will suffice to show the progress due to this diffusion of the art of drawing. The very smallest figures, whether men or animals, are all produced with almost artistic forms, and yet all these articles are made in the cottages of the mountainous districts of the country. They find employment for the whole population, from children of tender age, as soon as they can handle a knife, to their parents, and this home manufacture, which does not interfere with field work, contributes greatly to the prosperity of a country naturally poor and sterile. Our Parisian manufacturers of toys and fancy articles are still, in this respect, undeniably inferior to their Nüremberg rivals.

In a higher style of work, the art of sculpturing wood, ivory, and stone, has become more diffused, and at the same time more artistic, at least as regards execution. The taste of the compo-

sitions is certainly not absolutely perfect, as we have heard justly remarked in France, because the public exercises great influence on the works of the artists.

However this may be, the communal drawing schools established in so many places, and subjected to a general management as active and intelligent as that in Würtemberg and the Grand Duchy of Baden, and the Sunday and evening schools for apprentices and workmen in the rest of Germany, have resulted in a very remarkable improvement among German artisans, both as regards artistic and linear drawing and in the practical work of different trades. This ought to become for France, in the interest of her industry, a subject of serious reflection. The superior drawing school of Nüremberg,* whose director has laid down the rule that, to make clever industrial draughtsmen, the students must pass through all the classes of artistic drawing, has exercised a very happy influence on the industry of the surrounding districts. To this establishment are sent for improvement the most distinguished pupils of the lower schools, that they may return home and there propagate the knowledge they have acquired. This result, well known to all in Germany who take an interest in these questions, proves the utility of a normal school for training teachers in drawing, especially with a view to industrial art, an institution of which our artists have advocated the foundation for more than 12 years past.

Most of the other schools for improving the education of the working classes, though devoting much attention to drawing, have chiefly had in view its application to the different trades of masons, carpenters, joiners, locksmiths, mechanics, &c. Each pupil has to execute designs relating to his own trade, and is also instructed and practised in arithmetic, geometry, &c. These classes are generally held on Sundays and evenings in the buildings appropriated for schools of a higher order, in which instruction is given during the day, and of which we shall speak further on under the name of trade schools (*Gewerbeschulen*) in Prussia, and of practical schools (*Realschulen*) in Austria. We give the programmes of the different institutions of this kind in the special reports on the various states which we visited.

Similar Schools in Austria.

The end proposed by the schools called *Fortbildungschulen* or *Handwerkerschulen* is equally attained in Austria by those which in that country are called trade schools (*Gewerbeschulen*), and which are attached to establishments of a rather higher order. In that empire these schools are of rather recent date, and have been chiefly founded by industrial societies, whose members, nearly all manufacturers, have imposed on themselves the condition of obliging their young workmen to attend the classes during their last year of apprenticeship, and have moreover

---

* See special Report on Bavaria (p. 143).

engaged to pay a certain annual sum even when they have no apprentices.

The pupils are divided into an elementary class and special sections. In the first they are improved in reading, arithmetic, writing, and above all in drawing: in the special sections they study and draw subjects connected with their profession. For instance, at the Gumpendorf school, in Vienna, the teaching includes whatever is useful to weavers, silk-workers, ribbon-weavers, trimming makers, dyers, &c. In the school of the Wieden suburb the lessons relate to machinery, and things necessary for turners, joiners, binders, chasers, founders, &c. At another school in the same suburb all the details relating to the building art are taught.

Voluntary Associations of Workmen.

Besides the schools and the special classes for the instruction of workmen, there have been founded, in various parts of Germany, particularly in 1848, associations of working men of which the ostensible and hitherto real object, at least in appearance, is to supply the members with various means of increasing their knowledge, improving their position, and in some instances of rendering each other mutual aid. But in some countries, as Hanover and Prussia, for instance, these societies have not been content with remaining purely local, but have been affiliated to each other, and, under the pretext of meetings for instruction, some of them, from the very nature of the subjects treated by them, have become associations for the discussion, not of political matters as yet, but of questions relating to social organization, which may tend to act injuriously to the working classes themselves. We have been present at the meetings of several societies of this kind, and though we neither saw nor heard anything blameworthy, we think some of them have a fault in their organization which may prove dangerous in times of disturbance.* Thus, the Berlin society, called the *Handwerker Verein*, composed of 3,000 members, presents at once an instance of the value of such associations, and of the necessity of exercising a vigilant control over their tendencies and over the questions treated by the professors. Every evening, from eight to ten, and on Sundays from eight in the morning till four in the afternoon, lessons are given on geometry, algebra, freehand drawing, designs for buildings and machinery, descriptive geometry, perspective, commercial accounts, stenography, caligraphy, the French and English languages, correspondence, and geography. To the courses of lessons, which are well attended, are added more general lectures, and during the months of January, February, and March 1864, besides lectures on natural history, chemistry, technology, ornamentation, the use of tobacco, music, historical subjects were also treated, such as the life of Washington, Lessing, Ulrich von Hutten, Don Carlos,

---

* See the special Report on Hanover (p. 84).

and political questions which seem scarcely adapted for such an audience. Among these last we may mention, for the first quarter of 1864, the History and Diplomatic Relations of different States, the Present Situation of Russia, Social Economy, the Constitution, the Science of Government, and a great many other matters more or less political. If subjects of this kind were treated injudiciously before the members of an association having a very characteristic flag, ornamented with the well known hand-in-hand symbol, and representing a working man with bare arms, giving one hand to a young soldier and the other to a citizen, it is easy to see that the result might be a moral agitation not absolutely harmless in a city like Berlin. Lastly, we may add that, in spite of their abstention, compulsory for the present, from all political discussion, the reports and speeches delivered at the yearly meetings of the societies too plainly display the desire to treat of politics whenever a favourable occasion shall offer. This fact might be easily demonstrated by an examination of the report of the workmen's association of the Alexander Strasse, issued in June 1863. But, after pointing out the defects of some of these institutions, it is just to acknowledge that all these societies may contribute, and do really contribute, to advance the education of those among their members who have the will to study. Classes for drawing, arithmetic, the elements of science, besides special lessons, and discussions on the progress of science, arts, and manufactures, are the most frequent subjects of the meetings. The members have also the use of libraries where books can be read and even, on certain conditions, borrowed, for reading at home. Moreover the habit of meeting and observing the rules of good conduct and of reciprocal attention and the presence of distinguished professors and of public officers, who show their liking and esteem for the working classes, and that consideration which ought always to be felt for the honest workman, and which is so flattering to him, cannot fail to inspire respect for themselves and for the law, and to train them in habits of order and moderation. In fact it is not rare to see deposits in savings' banks increased, greater economy exercised, and more comfort developed by attending these meetings. Provided they avoid all affiliation of one to another, and entrust the management of them to men known both for their devotedness to the working classes and for their sound political principles, such associations may be with benefit increased in number.

Upper Middle-class Schools (*Höhere Bürgerschulen*).

After showing the general organization of primary instruction and that destined for apprentices and workmen, it will be right to notice the different kinds of schools intended for traders and manufacturers. The lowest of this kind of schools is that commonly known under name of upper middle-class schools, to which are sent, on leaving the primary schools, the children destined by their parents for trade or second-rate manufactures. These are in reality only a higher kind of primary schools. In Austria, for

instance, they form part of the primary instruction, which comprises :* 1. The lower elementary schools, having three classes ; 2. The higher elementary schools, having four classes ; 3. The middle-class schools, having six or seven classes. The last are often so constituted as to comprise all the primary curriculum of the first two, and a course of instruction which is given in the three lower classes of the practical schools, of which we shall speak farther on.

Religion, the German language, French, commercial arithmetic, history, geography, notions of natural history and physics, freehand and linear drawing, caligraphy, are the most usual branches of this education,—one intended rather for petty tradesmen than for manufacturers. Sometimes, however, they are supplemented by others especially applicable to local industries, principally by the aid of drawings. In Austria, these establishments, which are parochial, exist in nearly all towns of 7,000 to 9,000 souls. The attendance is in no way compulsory, and dispenses with that of the Sunday schools. All the pupils are out-door, in accordance with the general usage throughout Germany. It will be seen that these institutions of an inferior order very closely resemble the small private schools which exist in France, and that they have in general but little connexion with industrial teaching properly so called.

Trade Schools (*Gewerbeschulen*).

This title has not the same meaning in all parts of Germany. In Prussia it is applied, according to a circular dated 23d June 1850, under the name of *Provinzial Gewerbeschule*, to establishments which impart technical instruction to masters or foremen, workmen, carpenters, masons, mining overseers, brewers, tanners, distillers, dyers, overlookers in factories, &c. And the ministerial instructions consequently recommend that the teaching shall be directed principally with a view to application.

The pupils who leave the middle-class schools or those for the improvement of workmen may attend the classes if they possess sufficient knowledge of the German language, the elements of arithmetic, plane geometry, and the rudiments of drawing. The subjects taught comprise elementary geometry and part of descriptive geometry, algebra to equations of the second degree, trigonometry, the applications of geometry to land-surveying, the cutting of stone, the study of the fundamental notions of mechanics, mechanical technology, the details of various constructions, the elements of physics and of chemistry with manipulations, &c. The drawings are varied and numerous, and nearly all of a practical tendency.

---

* See special Report on Austria (p. 91).

There are in Prussia 25 industrial schools of this kind, situated as follows :—

Rhenish provinces - -	7
Westphalia - - -	5
Silesia - - - -	3
Prussia proper - - -	3
Pomerania - - -	2
Brandeburg - - -	2
Posen - - - -	3
Total -	25

The number of pupils, all out-door, was, in the year 1863,* 1,327, and the average expense of each pupil was 197 francs 80 cents., without rent for buildings or furniture, which are found by the towns. Of this sum the grants from the State amounted to about one-third, and the fees paid by the pupils to one-fourth. This expenditure, for instruction, which though of value is of an inferior order, appears to us excessive. The reason is that these schools are too numerous, so that, with the exception of those in the principal towns, they have not a sufficient number of pupils.

In the organization of these establishments, as of some others to be mentioned hereafter, the liberality of the towns and of the Government has exceeded the wants of the population. No doubt their good effect will be felt, but it would perhaps have been better to proceed at a more sober pace in this path of progress : the success of educational establishments greatly depends on the number of pupils, which ought to be large enough to stimulate the emulation and support the zeal of the teachers.

The premises occupied by these trade schools, of which we have just spoken, are also used on evenings and Sundays, for the classes intended for the improvement of apprentices and workmen, already mentioned under the name of *Fortbildungschulen* or *Handwerkerschulen.* This arrangement is prescribed by the regulations, and the professors of the trade schools are bound to lend their aid. This arrangement has the advantage of utilizing the same staff, as well as the same buildings and apparatus, for two similar kinds of instruction, though of different degrees. The out-door system renders this double employment possible.

The provincial schools, which impose a three years' course of study, and are known in Prussia under the name of superior provincial schools, have the right to hold examinations of outgoing pupils, and of granting certificates of mature studies which entitle their recipients to enter the polytechnic institutes, of which we shall treat hereafter, and wherein the technical instruction is completed.

---

* See the special Report on Prussia (p. 64).

Analogous Schools in Austria.

Under a different designation, that of Practical Schools (*Real Schulen*), there is an almost identical organization in Austria.* In fact, in that empire the practical schools form part of what is called middle instruction (*Mittel Schulen*). They are divided into inferior practical schools comprising three years of study, and superior practical schools with a course of six years. Their object, as defined in a decree dated March 2, 1851, is to give pupils, in addition to a general education not embracing the dead languages, an intermediate degree of instruction which fits them for industrial occupations or to enter the technical schools.

The studies of the first three classes, which constitute the inferior school, enable the pupils who have attended them assiduously to enter on the practice of the industrial arts. Drawing from real models, elementary geometry, projections, and their applications to masonry, carpentry, joinery, machines, and, in general to all that concerns construction, form the basis of the studies. In the three higher classes, the study of mathematics and their applications are continued, and comprise descriptive geometry, perspective, &c. The teaching becomes more scientific, though always simple in the methods employed. Besides these studies, which prepare young men for the technical professions, the compulsory course includes :—Religion, the study of one other language in addition to the vernacular, history, geography, natural history, the elements of physics and of chemistry ; to these are added, as optional, the study of living languages, singing, &c. A glance at the tables of the number of hours' lessons in the superior practical school of Prague † will show the attention paid to religious instruction, to the study of the mother-tongue, and to freehand drawing.

Among the different schools of this kind which we visited in Austria, the Prague school is certainly that in which linear drawing is most perfect, owing to the correctness of hand which the pupils have acquired by the preparatory practice of freehand drawing. The teaching of drawing is almost everywhere accompanied by that of modelling, and often by sculpturing in wood and stone. The studies of the practical schools in Austria give the right of admission to the Polytechnic School to those pupils who, after successfully passing the examination for certificates of maturity, desire to acquire a higher degree of instruction. To these practical schools are attached, and given on the same premises and by the same professors, the courses intended for workmen, and called in Austria *Gewerbeschulen*, just the same as in Prussia.

Observations on the Preceding Schools.

It will be seen that the trade schools of Prussia, and the superior practical schools of Austria, both of which propose, by the in-

* See the special Report on Austria (p. 104).
† See special Report on Austria (p. 107).

struction they give to prepare pupils for the polytechnic institutions, where young men are trained for the professions of engineer, architect, chemist, and various branches of the public service, are for the most part organized with a view to teaching the sciences and their applications, whilst the study of literature is only cultivated to a very limited extent. We have particularly pointed out, in the Report on Bavaria, the inconveniences to which this too exclusively scientific preparation of engineers and manufacturers is subject, and we feel bound to direct attention to the necessity of giving a larger share to literary studies, if it be wished that the pupils trained in these schools should afterwards be able to compete with those sent to the polytechnic institutes by the gymnasia, where classical studies are followed.

Practical Schools (*Real Schulen*).

The establishments known under this name are spread over all Germany ; but here again, under one and the same title, are often confounded two very different organizations, the types of which are found, one in Prussia the other in Austria.

In the former State the practical school is at present a secondary establishment of literary and scientific education, analogous in many respects to the scientific division of our lycées, with this difference, that the living languages are there taught with greater care and success than in France.

We have seen above that in Austria the practical schools are establishments of elementary instruction in the sciences and in drawing applied to industry, and where the lower classes educate young men intended to become foremen or masters in the various constructive arts, whilst the higher classes enable the pupils to follow the studies of the polytechnic institutes. We need not, therefore, speak of this kind of establishments so far as Austria is concerned.

General Organization of the Practical Schools in Prussia.

The creation of these schools is already of distant date, for that of Elberfield was founded in 1829 by the municipal council of that town, with the authorization of the Government, which placed it under the supervision of the Düsseldorf regency. All the schools of this kind existing in Prussia are under the general direction of the Ministry of Public Instruction, because they are establishments for literary and scientific education, without any technical character. At the time of their foundation the attempt was indeed made to give them this last character, but experience soon proved that the instruction could not be at the same time both sufficiently scientific and sufficiently technical.

At present the practical schools in Prussia are divided into two categories, viz., the lower schools, which have only three or four classes, and the upper schools, which have six or eight, including the preceding amongst them. Boys are admitted at from seven to nine years of age, when they have acquired the first rudiments

taught in the primary schools, so that a young man cannot have completed his studies in the superior practical school before his seventeenth or eighteenth year.

The literary studies of living languages are very extensive, and comprise, in the higher classes, the works of the German poets and prose writers, and for Latin the prose writers only. Some idea may be given of the thoroughness of these studies in the Elberfield school, for instance, by citing some of the subjects of composition treated by the pupils of the first class in 1861–63. *In French.*—Analysis of Corneille's Cid; modern inventions; analysis of the tragedy of Esther; comparison between Cæsar and Napoleon, &c. *In English.*—On the war raging in the United States; Frederick the Great; on the death of Cæsar; Othello, &c. We have had positive proof that the same pupils of this school at Elberfield were able to converse and to translate or analyse a German work in either of those languages. The study of Latin, which, as we have stated, extends only to the prose writers, nevertheless enables the pupils to follow certain courses of the universities to which they can be admitted, like those of the gymnasia, for branches of special study.

As for the scientific instruction it prepares pupils sufficiently, by the first three or four classes, for the industrial schools of the country, and by the higher classes for the studies of the polytechnic institutes. It will be observed that in the latter respect this organization closely resembles that of the scientific division in our lycées.

To give a clear notion of this education we will extract from the special Report on Prussia the following table, which shows the number of hours' lessons devoted weekly to the different branches in the six classes of the practical school at Elberfield :—

Branches taught.		Number of hours' Lessons per Week.
Religious instruction		12
Languages	German	16
	Latin	34
	French	32
	English	9
Geography		8
History		11
Natural History		8
Caligraphy		7
Arithmetic and commercial accounts		19
Physics		6
Chemistry		4
Geometry		11
Singing		7
Gymnastics		12

In this general statement the absence of the study of drawing will be remarked. It is a sad omission, especially in an establishment intended for youth who will follow industrial occupations; but this neglect of drawing is not general in the practical schools of Prussia.

It is worthy of note that the majority of the pupils in these practical schools go away after the third or fourth year, either to attend the inferior technical schools or the industrial schools, in order to enter as early as the age of 14 or 15 on the inferior employments of trade. The number of those who go through the whole course of study is not in general more than the eighth or ninth part of those in the fourth year.

The school fees vary from 100 to 160 francs per annum, a rather high figure compared with that fixed for the higher instruction. But there are always a great many free pupils. The consequence is that the income of these establishments is far from covering the expenses, and the deficiency is usually supplied, one half by the municipal bodies and the other half by the State.

All these practical schools have a library, a collection of philosophical instruments, a laboratory for chemistry, and, for the most part, class-rooms for drawing tolerably well supplied with models.

Advantages offered to Pupils of the Practical Schools in Prussia.

The administrative regulations of Prussia accord to pupils of the second class in the practical schools, as well as to those of the gymnasia, when they have obtained certificates of admissibility to the first class, the right of presenting themselves at the examinations for the rank of officers in the army, and, moreover, they reduce in their favour to a single year the time of military service, which is three years. Those pupils of the superior practical schools who obtain at the close of their studies what is called a certificate of *maturity*, may be admitted to the polytechnic institutes for the studies relating to civil architecture, to the school of mines, and in the army they are exempted from the examination required for the rank of ensign.

The favour which dispenses with two years of military service in the case of the pupils of the gymnasia and the practical schools who have successfully passed through the second class, appears to be open to criticism ; it creates a considerable privilege in favour of wealthy families, and, on the other hand, it strikes us as contrary to the interests of the army, which thus loses the services of a portion of the best educated youth in a country where the whole duration of active service is only three years. This exemption constitutes a kind of exoneration from military service on the ground of education. It is perhaps reasonable, however, in Prussia, where the majority of military officers are taken from the aristocracy, and where a good education does not suffice, as in France, to secure success.

After all, we see that the designation of practical schools, given in Prussia to the establishments of which we have been treating, in no way indicates the nature of the instruction therein given, which has nothing technical or practical, if the expression may be permitted. They are simply institutions of secondary instruction, from which the Greek language and the Latin poets are excluded; and in which the elements of the sciences are introduced as a

theoretical preparation for more special and afterwards technical studies. The duration of these complete studies is the same as that of the literary gymnasia and our lycées, since young men do not get through them before the age of 17 or 18.

By the special literary instruction they give, these schools are a better preparation than classical studies for commercial and manufacturing careers, for which a knowledge of the sciences, and above all of the living languages, becomes more and more necessary. But it would appear to us altogether unjust to attribute to this teaching any tendency whatever towards materialistic and revolutionary ideas. This is not the cause of the moral evil which agitates and disquiets Germany.

Practical Gymnasia (*Real Gymnasien*).

In Bavaria the literary and scientific studies of the secondary order are divided* between the establishments known as *Complete Gymnasia*, comprising classical studies, and the *Practical Gymnasia*, more especially intended to prepare young men for the public services and for industrial pursuits. The pupils enter these two kinds of establishments after remaining four years in what are called *Latin Schools*, and afterwards pass four years in one or the other gymnasium.

That which is called the practical gymnasium continues, during its course of four years, the study of religion, the German language, Latin, history, geography, natural history, the elements of mathematical science, as far as the rudiments of the differential calculus, physics, the French and English languages—all which constitute a course of instruction perfectly analogous to that of the scientific division in our lycées, and is intended as a preparation for scientific schools of a higher order. The literary studies occupy weekly 50 hours; the sciences, 24; drawing, 24; the natural sciences, 14; religion, 8.

In this organization, of which we give the most complete details in the special report on Bavaria, it is seen that 14 is the age at which youths make a decisive choice either of classical studies, properly so called, or of scientific studies, which is almost identically the plan followed in the French lycées since 1852. The practical gymnasia of Bavaria present also a strong analogy with the practical schools of Prussia and with the scientific division of our lycées.

We do not deem it expedient to enter into longer details of the true character of the practical schools of Germany, as in the special report relating to each of the States we visited will be found abundant information relative to their peculiar institutions.

Polytechnic Institutes.

The various institutions intended for commercial or industrial education present, under identical designations, very great diver-

---

* See the special Report on Bavaria (p. 137).

sities in Germany, but the case is different with polytechnic establishments, which, under the name of *Gewerbs-Institut* at Berlin, and of Polytechnic School or Institute in Saxony, Bavaria, Austria, Würtemberg, Switzerland, and the Grand Duchy of Baden, are intended to train civil engineers for the services of bridges, roads, mines, and manufactures, mechanical engineers, manufacturing chemists, architects, forest engineers, &c. In all these establishments scientific instruction is given in a very high degree, and sometimes even to an extent superior to the requirements and the end to be attained ; but, everywhere also, the technical branch of this instruction is cultivated with the utmost care. The polytechnic institutes are at once schools of theory and of application, and present, in this respect, a very great analogy with the Central School of France.

In all these establishments the pupils enter at 17 or 18 years of age, and must possess a preparatory education corresponding to the special studies they intend to follow. The choice of his branches of study having been made by the pupil, the courses he must attend are indicated to him and become almost everywhere compulsory. However, this obligation is not always absolute, and the liberty accorded to the pupils, of not attending certain scientific courses, has the effect of inducing the professors to confine their theoretical instruction within the limits of what is really useful to those divisions.

The part of the first courses which forms the scientific foundation of the technical applications is usually common to several of the special divisions into which the pupils are separated, and each division likewise receives the peculiar instruction required for it. These divisions, more or less numerous according to the country, are in general the following :—

Engineers for bridges and roads.
Civil engineers for railways, &c.
Architects and builders.
Mechanics.
Manufacturing chemists.
Mining engineers.
Forest engineers.

All the institutes do not comprise the same number of divisions, but the first four or five are almost universally adopted, if there be no special establishment to replace them.

The peculiar arrangement and gradation of the studies nearly always possess a remarkable feature, which is that the first part of the studies of each special division, which requires one or two years, is so regulated that it constitutes a body of knowledge sufficiently complete to allow a young man to break off there and enter advantageously on the second-rate positions in the career he has chosen. After accomplishing this first part of the studies, a pupil may become an able assistant engineer of roads and bridges, or of civil architecture (*werkmeister*), a builder (*baumeister*), overlooker or head mechanician, a dispensing chemist, or foreman of chemical works, a head miner, a mining

overseer, a forest agent, &c. In more than one state, pupils are even required, after reaching this first stage of technical instruction, to pass a year or two in building yards, workshops, or factories, before going through the rest of their studies. This practice, which presents the inconvenience of interrupting the studies and exposing many pupils to the danger of forgetting a part of them, has, on the other hand, the advantage of maturing their minds by practice, of showing them the applications of science, and of not leading to higher studies any but those who really have a vocation for them. It is, however, practicable only under the system of out-door pupils, which is universal in Germany, and for pursuits in which there is no limit of age.

Day Schools.

It is well known that in Germany the general practice of educational establishments is to admit out-door pupils only. Young men, strangers to the towns where these establishments are situated, generally find board and lodging with the professors or with respectable inhabitants at moderate rates, in accordance with their means. This system has its advantages and disadvantages. It preserves for the pupils of the town the influence and action of home, and accustoms them early to follow the path of duty ; for strangers however it has not the same advantage, and presents the danger of dissipation ; but a judicious choice of representatives by the parents may supply a remedy, and communications are now so easy by railway, that a young man is rarely altogether isolated from his family.

Besides it must not be supposed that the discipline to which these out-door pupils are subjected is not pretty strict. It is exercised, so far as regards punctuality and industry, by the professors, and as regards conduct out of school, by the directors, who have means of repression at their command. Private admonition, reprimand before the council of professors, confinement, the threat of rustication, and lastly expulsion, are the graduated penalties really applied. No doubt a certain number of students turn out badly, but those who persevere in good conduct have acquired by the very fact, a moral strength in their young days, which enables them to enter public life early without incurring the dangers of a sudden transition from the secluded life of the lycées and colleges, to the freedom of the public schools. They have become men.

Observations on the Extent to which the Theoretical Studies are carried.

We have stated above that the mathematical studies in these institutes are of a high order. It is, however, right to remark that those which correspond to the first period we have just indicated, are nearly everywhere more elementary, and consequently accessible, to pupils who only aspire to second-rate positions in each special or technical branch. But the case is very different for the last years of study, and though we entertain the utmost respect

for the learning and zeal of the professors, we feel bound to state that generally, in these establishments, a greater range than necessary is given to the use of pure mathematics. The programmes too often contain lessons devoted to the doctrine of probabilities and to the calculus of variations, which the pupils will certainly never have to use, and which absorb valuable time. The use of the differential and the integral calculus is also carried too far. In fact, though it may be good and useful that an engineer should be familiar with the theory of the methods of the calculus, it is not equally necessary to pursue the study to such an extent in order to teach the applied sciences, which can be explained quite as accurately by elementary methods more easy to understand. It is more than probable that this extreme attention to refined mathematical theory prevents a good many pupils from completing, as they might have desired, the full course of technical studies. It would doubtless be more judicious to reserve for a special division, which is not compulsory, and is devoted exclusively to scientific studies, all these higher subjects, which would then be addressed to young men preparing to become teachers. At the Zürich Polytechnic School,* there is a division of this kind, to which are admitted, either as students or free auditors, all who desire to follow the scientific courses properly so called, and in this division lectures are also given on almost every branch of human knowledge.

Notwithstanding these reflections, which are especially dictated by the interest and esteem inspired by these establishments, it is only fair to acknowledge that this high order of instruction, carried on at the great number of polytechnic institutes founded in Germany within the last thirty years, has powerfully contributed to the development of a taste for profound scientific studies, and for the applications of science to all branches of the public service and to industry. We had been made aware of this progress some years before, by the remarkable publications which appeared beyond the Rhine on all these questions, and what we have seen has only confirmed the inferences we had drawn from an examination of the works mentioned. In this respect, Germany appears to us to have made, as regards the diffusion of the sciences, and particularly their application to the requirements of public works, arts, and industry, far more rapid progress than England ; and it is important that France should seriously consider this matter, for the day is, perhaps, not far distant when Germany, joining to the low price of labour and to the frugal habits of its inhabitants all the resources of science, will become for our industry a rival as formidable as the one which, on the other shore of the channel, has hitherto most occupied our attention.

Study of applied Science.

In all the polytechnic institutes that we visited, the applications of the sciences are taught to the pupils not only by lessons, but by

---

* See special Report on Switzerland (p. 157).

detailed and progressive studies which they are obliged to make of all the parts of the art or of the services for which they are destined. The engineers, architects, and mechanicians study and reproduce by drawings and plans all the details of construction, from the most elementary to the most difficult and most complicated. All the parts of the plans must be calculated according to the rules of science and art.

The pupils, it is true, make very free use of works such as the hand-books published by eminent professors, as M. Weisbach and M. Redtenbach, but they must nevertheless have understood the principles on which the rules given by those learned authors are based.

Chemical Laboratories and Collections.

The chemical classes have at their disposal extensive and well organized laboratories, in which the pupils are allowed, on payment of a very moderate fee, to perform manipulations, and thus join practice to theory. Numerous collections of instruments, models, minerals, and technology, and also libraries supplied with all the new publications, complete the means of instruction.

General Arrangements.

Everywhere the halls are large, well-lighted, and space is not spared. Most of these institutes are of recent foundation, and the buildings have quite a monumental character. The rivalry of the different States has had something to do with this progress ; it has led each of them to found at least one of this kind of establishments, and to make considerable sacrifices to ensure its success. Such a friendly rivalry we would fain see arise between our great manufacturing centres, as it would in a short time, without being very burdensome to the State, endow the country with the instruction so much needed to enable our industry to hold its own in the increasingly arduous struggle with foreigners.

Distribution of the Polytechnic Institutes.

These establishments, which resemble the Polytechnic School and Central School of France, are distributed through the different States of Germany as follows :

Names of States.	Number of Institutes.	Number of Inhabitants to each Institute.	
		Per State.	Mean.
Austria - - - -	5	7,400,000	5,500,000
Prussia - - - -	1	17,000,000	
Bavaria - - - -	1	4,615,648	
Würtemberg - - -	1	1,783,967	
Saxony - - - -	1	2,235,240	
Baden - - - -	1	1,359,291	

The great inequalities between the numbers of inhabitants to one polytechnic institute need occasion no surprise, since, apart from all consideration of population, each State has seen the propriety of itself providing for the intellectual wants of its population. The number of inhabitants which, for all Germany, corresponds to an institute of this kind is 5,500,000, whilst in France we have only two analogous institutions for 37,382,225 inhabitants, or one for 18,691,600 inhabitants. Evidently the whole of the German States have made, for the diffusion of the physical and mathematical sciences, as well as for their application to the public services and to industry, very considerable sacrifices, which cannot fail to produce great effects on the progress both of science and of industry.

General Influence on the Progress of Science.

Though we have felt bound to criticize the high reading of certain branches of mathematics, it is none the less true that the great number of chairs open to distinguished men of science, and the emulation engendered by the rivalry of these establishments, which dispute the honour of possessing the most illustrious professors, must direct many superior minds to scientific studies. Our most celebrated geometricians of the Academy of Sciences are aware of this; and, for some years past, they have been struck with the great scientific movement observed in Germany, as we have ourselves been by the progress made in teaching the applied sciences. We think that in respect to both these points there is a movement taking place in Germany to which France ought to pay serious attention.

We have purposely omitted introducing into the preceding comparison the German universities and the Faculties of France, because they are institutions of another order.

Special Branches of Instruction.

We have noticed, in this general Report, only institutions which, under different names, but with nearly identical objects, are found in the States we have visited. Besides these establishments, which together constitute an entire system, there are divers and in some cases special establishments of which we describe the organization in the separate reports on each country. For instance, special schools of industrial art, architecture, forest management, agriculture, navigation, and commerce, exist in several of these States, and we do not think it necessary to quote here what we have said in the special reports, where they naturally find their place.

Method of teaching Drawing.

We may add, as a general fact, that in all kinds of technical instruction whatever, freehand and linear drawing rightly hold a prominent place; that they serve as a means of teaching by affording ocular demonstration of many matters which could scarcely be well understood by merely mental effort. As for the methods

followed for this special teaching, that which, without exception, from the high school of Nüremberg to the humblest village classes in Würtemberg, has always and everywhere been most successful, is the one proposed by the late M. Dupuis, which has been too much neglected in France. It consists, as everybody knows, in making the pupils, either at the very outset or after a few attempts at copying model drawings (to give freedom to the hand and accustom it to act in accord with the eye), draw from subjects in relief; at first very simple, then combined and varied in position, rising gradually from subjects of ornaments in relief to drawing from the round or from nature. With a few unimportant modifications, this system is found in nearly all the schools of Germany. Persuaded as we are that one of the first and most important measures to be taken in organizing industrial education consists in teaching everywhere the art of drawing, we feel bound at once to call attention to the choice of this method.

General System of Education in Germany.

The most striking characteristic of the German institutions for national education is the general whole—the arrangement of all the establishments, which, from the primary school to the highest faculties in the university, offer the different classes of citizens a series of degrees of instruction which they may need or have the capacity to acquire. The representations of this arrangement of educational machinery, which we give in the reports on Bavaria and Austria,* render it perfectly intelligible at a glance. On leaving the primary school the child of poor parents can finish this first part of his education in the Sunday schools, the middle-class schools, or superior primary schools. He next becomes an apprentice. If his family have sufficient means he goes to the literary schools of two orders, according to his destination, and he thus attains the age of 14, either with a literary preparation which enables him to enter on his classical studies and then to attend the universities and faculties dependent thereon, or with a literary and scientific preparation which will enable him to apply himself to higher studies and afterwards technical applications.

The wants of modern society have also led all the States of Germany to that separation of studies at the age of 14, which has, somewhat derisively, been designated in France as *bifurcation*. This is in our opinion a necessity dictated, not by a desire to hurry on the studies, which none the less require eight or nine years after the primary school, but by the fact that youths are now compelled to acquire a more complete knowledge of a multiplicity of subjects than our forefathers possessed, in order to be able to meet all the conditions of the public services, and all the requirements of manufactures or commerce.

To these different opportunities offered to young men who are

---

* See pp. 131 and 148.

willing and able to make complete studies in one or the other direction, are added, in the interest of the less wealthy class of citizens, the schools for apprentices, the evening and Sunday schools for workmen, the higher schools for girls, the apprentice workshops varying according to local circumstances, the schools and special classes for certain trades, the agricultural schools, those for pilots, &c., so that the paths of instruction are open to all and every one according to his position, his intended career, or his capacity. In all these special branches of education, which have been organized to meet the requirements of industry, the governments, provinces, and municipalities evince the utmost liberality in aiding, by exemptions from school fees, or by grants and scholarships, industrious and intelligent individuals to prosecute their studies as far as possible, but without turning them aside from the particular career which the social position of their family requires them to follow.

It is such a system of institutions that, by the co-operation of patriotic citizens, of manufacturing firms, of mercantile towns, of the Departments and the State, we should be glad to see established in France; each of them being adapted to the local wants and the peculiar conditions of industry and of the population. If the work which we have undertaken on our return from far too short a stay in each of these states which we passed through so rapidly, can promote the solution of this important question, which has engaged our attention for many years past, we shall be amply compensated for the long researches it has entailed.

Comparison of the Expenditure for Public Instruction in different Countries.

Some benefit can hardly fail to accrue from a comparison of the sums that the different States on which we have been able to procure information appropriate for normal expenses to the departments of War and of Public Instruction. In making this comparison, we must not lose sight of the fact that in all the German States, as in France, the expenses relating to primary instruction are paid by the towns, provinces, or Departments, and that the State intervenes only when these have not sufficient resources. It is therefore just in making this comparison to take into account for all the States only the sums stated in the official budget.* On the other hand, the extraordinary appopriations for founding educational establishments being liable to vary with circumstances, they also must be left out of the account.

By following this course, and taking the budgets of the entire expenditure, the war budget and that of public instruction, we obtain the following table:

---

* In France, for instance, whilst according to the official statement, No. 23, of the Ministry of Public Instruction, the total expenditure made by the country amounts to 71,453,579 fr., the sum entered in the Budget is only 6,509,100 fr., the rest is supplied by the towns and departments.

Name of Country.	Population.	Total Expenditure.	Average Contributions of each Individual.	Army and Navy.		Public Instruction.	
				Total.	Its proportional part.	Total.	Its proportional part.
	Inhabitants.	Fr.	Fr. c.	Fr.			
France - -	37,382,225	1,776,134,001	47 50	523,826,372	0·295	19,165,121	0·011
Austria - -	39,000,000	1,099,758,342	28 20	296,707,865	0·270	21,250,000	0·019
Prussia - -	17,000,000	513,613,106	30 20	141,921,506	0·276	7,071,195	0·014
Bavaria - -	4,615,648	100,213,254	21 70	21,961,880	0·219	2,165,278	0·022
Würtemberg -	1,783,967	34,103,344	19 10	7,436,094	0·218	1,613,020	0·047
Hanover -	1,910,000	78,654,750	41 12	10,182,000	0·122	996,233	0·013
Baden - -	1,359,291	34,295,705	25 20	6,336,674	0·182	1,137,060	0·033
Saxony - -	2,225,240	39,375,000	17 70	8,437,500	0·214	1,470,000	0·037

It is seen from the comparative results contained in this table that the secondary German States, whose independence is based on the law of nations and the faith of treaties, and whose extent or political interests do not oblige them to maintain a considerable military force, can and do make sacrifices for public education proportionally far greater than the most powerful States, while the average taxation per head is much lighter. Education, the source of public and private wealth, is there developed while the military expenditure is diminished; which explains why, notwithstanding the extension everywhere given to public works and the expenditure thereby occasioned, the finances of these secondary States are in a condition so flourishing that several of them have been able to alleviate the public burdens instead of increasing them, and this even after improving the condition of the public functionaries.

June 1864.

SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS OF THE KINGDOM OF HANOVER.

Primary Instruction.

A Royal ordinance, dated 26th of May 1848, repeats and confirms in the following terms the rules established for primary instruction.

"Ernest Augustus, by the grace of God, King of Hanover, "&c.

"§ 1. The teaching in the primary schools remains, according "to the constitutional law of the country, under the supervision "of the ecclesiastical authorities dependent on the ministry of "Public Instruction and Worship.

"§ 2. Our Minister of Worship shall determine the matters to "be taught, the duration of the instruction; he shall take the "measures necessary to secure regular attendance at the schools.

"§ 3. The children of every inhabitant of the country are "bound to attend the primary schools during the prescribed "period, unless they attend the classes of an educational esta- "blishment of a higher order, or receive from private teachers "the required instruction. The spiritual authority of their com- "munion may grant a dispensation.

"§ 4. The age at which attendance at school becomes compul- "sory is six years.

"§ 5. This prescribed period ends at the age laid down by "law in the different provinces of the kingdom and for the "different religious communions. Wherever there may be no "regulations laid down on this subject, our Minister of Public "Instruction and Worship is empowered to fix the time.

"§ 6. Private instruction does not dispense with attendance at

" the primary schools unless it comprises all the matters taught " in the latter, and unless the capacity of the teacher is recognized " by the authorities charged with the supervision of the primary " schools."

The number of primary schools in this kingdom is 3,600 for a population of 1,910,000 souls, or about one school for each 500 inhabitants. The number of children bound to acquire primary instruction is 315,000. The number who actually attend the schools is 296,000, or 96 out of 100 children enrolled. The remainder are taught at home or in the very numerous private schools. The law rendering education compulsory is enforced with great strictness, and very few boys are found without elementary instruction.

Improvement Schools (*Fortbildung-Schulen*) for Apprentices.

Trade corporations or guilds still exist in the kingdom, but their privileges are pretty narrowly restricted. An apprentice cannot become a free member of his trade without receiving the approbation of a committee of members of the guild, presided over by a delegate or member of the muncipal council. Among the conditions imposed on apprentices is that of having regularly attended the evening classes, and in winter especially the Sunday classes, in the schools established for the purpose, at the expense of the towns. In these schools, the apprentices improve themselves in reading, writing, German, arithmetic, and especially in the drawing of ornament, to which is added a little linear drawing and geometry. The number of these schools in the whole kingdom was 37 in 1863, and they were attended by nearly 5,000 pupils or apprentices.

The subjoined table gives the particulars :—

Number.	Schools of	Number of Professors.	Number of Pupils.	Workmen and Apprentices.
1	Alfeld	3	59	48
2	Bremervörde	2	48	48
3	Celle	3	155	155
4	Clausthal	7	219	198
5	Diepholz	2	46	38
6	Duderstadt	4	64	64
7	Eimbeck	6	112	105
8	Emden	7	156	129
9	Esens	6	50	47
10	Geestemünde	3	51	47
11	Gifhorn	2	69	69
12	Göttingen	10	328	316
13	Hameln	6	214	198
14	Harburg	5	67	67
15	Herzberg	7	68	67
16	Hildesheim	4	168	168
17	Lauterberg	3	91	90
18	Leer	7	179	170
19	Lemförde	2	27	22

Number.	Schools of	Number. of Professors.	Number of Pupils.	Workmen and Apprentices.
20	Lingen - - -	3	68	65
21	Lüneburg - - -	10	232	227
22	Meppen - - -	3	57	50
23	Moringen - - -	3	40	40
24	Münden - - -	4	89	83
25	Nienburg - - -	6	101	97
26	Norden - - -	4	99	98
27	Northeim - - -	5	68	67
28	Osterode - - -	5	85	83
29	Osnabrück - - -	11	429	331
30	Peine - - -	4	157	157
31	Soltau - - -	1	39	38
32	Stade - - -	3	82	74
33	Uelzen - - -	5	90	90
34	Uslar - - -	2	108	78
35	Verden - - -	5	26	22
36	Weener - - -	4	61	53
37	Wittingen - - -	3	75	64
	Totals - -	170	4,077	3,763

Trade School of the City of Hanover.

Besides the provincial schools there is a very important one in the capital, which in the school year 1863–64, had no less than 881 pupils, of whom 608 frequented the school properly so called, 234 the preparatory school, and 39 both schools. The drawing classes of the preparatory school were attended by 337 pupils, and those of the school proper by 334.

In the school proper the pupils were classed as follows :—

Freehand drawing, 3rd division - -	102
Special drawing, 4th division - -	149
Linear drawing, architecture, modelling, 2nd division - - - - -	67
From the cast - - - - -	26
Total -	344

Apprentice-School.

There is only one apprentice-school in the kingdom. It teaches weaving, but is not of any great importance.

Workmen's Societies.

In 1862–63 there were, in the kingdom of Hanover, nineteen workmen's societies, nearly all composed of operatives. The majority of the masters and foremen did not belong to them. These societies have an organization similar to those of the city of Hanover, which we shall describe presently. The total

number of their members was about 2,376, with 210 honorary members. Their libraries contained above 6,000 different works.

The city of Hanover has three societies of this kind; the first for apprentices, the second for workmen, the third for masters and foremen. This last, which counts among its members several professors, who give lectures, meets in the assembly room, common to the gymnasium and the practical school; the only subjects treated in these sittings, which take place on Mondays, are industrial questions.

The society of apprentices was instituted under special patronage, and is carefully superintended; it consists of 300 members.

The society of workmen is composed almost exclusively of workmen. The masters and foremen who have a great number of hands under them, rarely attend these meetings. This society has 900 members in Hanover alone, and meets in premises hired for the purpose every evening from seven to half-past ten o'clock, on Mondays from four to half-past ten, and in the daytime on Sundays and holidays until eleven at night.

A candidate for admission must be 17 years of age, and have completed his apprenticeship; he must belong to a respectable trade and be of good character. On applying for admission, the candidate must pay $7\frac{1}{2}$ silber groschen. His name is then written on a board kept for the purpose, and exhibited for a fortnight in the hall where the meetings are held; he is then admitted if there be no opposition. Besides the benefited members, there are honorary members, whom the society chooses from among the manufacturers or men of science who have rendered services to industry. The monthly payment of members is 5 silber groschen. It must be paid punctually, except in case of illness, under pain of exclusion and posting of the defaulter's name.

The society is governed by a committee composed of 10 members, all elected in general meeting and obliged to accept the office. It has also a literary committee, a committee of feasts, and a victualling committee, who buy wholesale and sell retail to the members for ready money whatever provisions they may want. There is also a committee of accounts, and of arbitration and law, for defending the rights of the members. The subjects of the lectures and debates are determined by a committee of education, in which are a certain number of professors. The arbitration committee receives the complaints of members, and endeavours to conciliate the parties. It is composed of twelve members, judges, and six substitutes. It pronounces its decisions and inflicts penalties, to which the members must submit under pain of exclusion; but appeals are allowed to a general meeting.

The society has a library of 2,000 volumes, and a reading-room lighted in the evening. It lends books to members on receiving a guarantee deposit of 20 silber-groschen and the address of the borrower. Besides the lecture hall, there is a room for smoking, refreshments, and reading the journals, and several others for classes given by paid professors to the members who choose to attend.

The subjects of instruction in these classes, the length of the lessons, and the number of pupils, in 1863, were :—

Subjects taught.	Number of Hours per Week.	Number of Pupils.	Subjects taught.	Number of Hours per Week.	Number of Pupils.
Drawing of ornament	4	80	Brought forward -	—	549
Industrial drawing -	4	94	French - -	4	60
Linear drawing -	4	70	English - -	4	60
German language -	4	75	Cutting out coats -	4	30
Singing - -	4	60	Modelling and wood carving.	4	15
Arithmetic - -	4	70	Gymnastics - -	5	100
Writing - -	4	70			
Mathematics - -	4	30	Total -	—	814
Carried forward -	—	549			

The Hanover society has a revenue of 1,300 thalers, which is carefully administered by a special committee. There are 900 members in all. The present number of these workmen's societies is about 25 in the kingdom of Hanover only ; the members are estimated at 6,000.

The worst fault and danger of these associations is in the *esprit de corps* which unites them, and which in times of disturbance might enable reckless leaders to have at their command a great number of men easily misled and excited. It must however be admitted, from the preceding table of the classes and the number of attendants, that such institutions may be useful, but they should have a different organization, of which we find a good model in the evening and Sunday classes established for workmen in Austria.

Practical School of Hanover.

In the kingdom of Hanover the gymnasia for the classical teaching which leads to the studies of the University, and the practical schools (*Real-Schulen*), where the classics are also taught, but on a restricted scale, as we have already stated, are usually established in the same building, but still altogether separate and with distinct professors. There are thus in the kingdom seventeen gymnasia and seventeen practical schools, more or less complete as to the classes. We will speak here only of the practical school of the city of Hanover, one of the best organized that we visited.

This institution was founded in the year 1835, for the education of young men whom their parents intended to follow trade or industry. At first it was intended to combine elementary, literary, and scientific studies with lessons more especially relating to commerce; but subsequently, following the example of the Prussian Government, the Hanoverian authorities excluded from the course of instruction in this school all matters either technical or special ; so that it is now an establishment for limited classical

teaching. The studies, which may comprise even primary instruction, are separated into two divisions, of which one, called the preparatory school (*vorschule*), is in reality only a primary school, comprising a three years' course; and the second, which constitutes a practical school properly so called, has seven classes of one year each. Children, therefore, admitted into the preparatory school at six or seven years of age do not leave the practical school until the age of 16 or 17, that is, after studying ten years.

The fact of its being a day-school, and of the boy going home every day, renders this long period of study less wearisome, although it seems very long for the end to be attained.

The course of instruction is chiefly literary and has nothing technical about it; the subjects are:—Religion, German, French, English, Latin, mathematics, arithmetic, history, geography, physics, chemistry and mineralogy, natural history, writing, free-hand drawing, linear drawing, singing.

The study of German, French, and Latin occupies most time; much less is devoted to English, but the analogy of that language with French as to the grammar, and with German as to words, renders its study easy to those who already know the two other languages.

In this school, as in those of Prussia, the number of pupils who go through the whole course of study is but a fraction of those who commence. About one-half of the pupils leave school at the third class, and less than one-third go through the entire course.

The school fees range from 18 to 24 thalers per year. The building which contains the practical school is also the seat of the gymnasium; but the two establishments are perfectly distinct. The only things they have in common are a handsome front towards a public square and a great hall, called the Hall of Entertainments (*Fest-Halle*). This building, which is very handsome and well-fitted for its purpose, cost the city of Hanover 230,000 thalers. The rooms are spacious, well-aired, and warmed by huge earthenware stoves, which might probably be made, with some few modifications, to serve as ventilators.

The total expenses amounted in 1862 to 11,345 thalers; the school fees produced 8,100 thalers; the city pays the difference, 3,245 thalers, and in addition to the building, supplies the furniture.

Commercial School (*Handels-Schule*).

In the building used for the practical school, the municipality of the city has established a commercial school intended to complete the education of the boys who leave the primary school and mean to follow commercial pursuits. This foundation has replaced the courses of commercial instruction, book-keeping, &c., which were suppressed in the curriculum of the practical school. The Merchants' Guild, with the consent of the municipal authority, selects the young commercial apprentices who are to

follow the courses of this school; attendance then becomes compulsory on the pupils, and the masters are bound to allow the necessary liberty.

This establishment consists of a preparatory school, for teaching writing and arithmetic to boys not sufficiently advanced, and of the commercial school properly so called, the studies of which extend over two years, divided into four terms of six months each. The subjects taught are:—Commercial correspondence, commercial geography, written and mental arithmetic, caligraphy, French and English; in the first and second class book-keeping is added; and in the third and fourth the art of commerce. In case of non-attendance the masters are apprised, and are bound to sign the paper conveying the notice. If a pupil has been kept away by the master, information of the fact is given to the magistrate. The classes are held from six to eight in the summer, and from seven to nine in winter.

This school has a small library where the pupils can borrow books, when guaranteed by their employers. All the lessons are equally compulsory, and the school fee is 4 thalers per half-year in the preparatory school, and 7 thalers for the commercial school properly so called. The pupils who have completed the two years' course are allowed to pass an examination before a committee of tradesmen, who deliver a certificate of capacity to the deserving. Those who have attended a part of the lower classes receive only a certificate relating to those classes.

Building-trade School (*Baugewerbe-Schule*) at Nienburg.

This town has a school especially intended for workmen in the building trades, and also for masters of the same profession.

The school is open only in the winter season, from the 21st October to the end of the last week in March. It is divided into three classes.

3rd Class (lowest).

	Number of Hours per Week.
German language.—Orthography, short compositions	8
Arithmetic and algebra, as far as proportion, extraction of roots, and equations of the first degree	9
Plane geometry.—Equality and similitude of triangles, calculation of areas	7
Linear drawing and descriptive geometry.—Jointing, roofs, framing	15
Physics.—General elements	4
Architectural drawing	5
Free-hand drawing and ornament	12
Total	60

2nd Class.

German language.—Syntax, punctuation, business letters	4
Algebra.—Involution, evolution, equations	6

	Number of Hours per Week.
Plane and solid geometry.—Similitude, polygons, the circle, planes, cubature	4
Descriptive geometry.—Framing of roofs, vaults, staircases, compound apparatus, parts of machines, shadows, perspective	8
Technical physics.—Forces, effects, centre of gravity, simple machines	4
Lessons on buildings for stone-cutters, masons, carpenters, slaters, with drawing of plans, sections, elevations, orders, entablatures, details	21
Lessons on building materials	3
Drawing of ornaments, from models	6
Modelling in clay or plaster, wood or stone	4
Total	60

1st Class.

German language.—Written and oral compositions	2
Manufacturers' book-keeping	2
Algebra, geometry, plane and solid (repetitions and exercises)	4
Practical geometry. — Surveying of land, roads, parts of towns, levelling, plotting	4
Technical physics.—Machines employed in building, resistance of materials, pressure of water, hoisting machines. Mechanics connected with building	6
Course on building.—Erection of houses, &c. Study of ground. Foundations. Establishment of complete projects with estimates. Design of building. Laws affecting buildings	30
Drawing of ornament	6
Modelling in plaster and clay, stone and wood	6 to 12
Total	60 to 66

This school, in 1863–64, had 14 professors and 195 pupils, of whom there were 89 masons, 87 joiners, 2 tilers, 9 millwrights and fitters, 7 cabinet-makers, 1 locksmith.

The majority of the pupils were from 17 to 25 years of age ; the youngest was 15, and the eldest 37.

Polytechnic School.

This establishment, founded on the 2d of March 1831, under the name of Superior Industrial School, under the direction of Dr. Karmarsch, who is still at its head, changed its designation to Polytechnic School in 1848. Its organization presents considerable analogy with that of the universities, in so far as, though it prepares the pupils for special and technical destinations, it leaves, as to the choice of the courses to be followed, much greater latitude

than several other schools of the same kind. Free auditors having no particular destination, and pupils for the drawing lessons only, are also admitted, besides those in training for particular branches of industry.

The chief subdivisions of the teaching are regulated with a view to giving the instruction necessary: 1. For manufacturing chemists; 2. For agriculturists; 3. For surveyors; 4. For mechanicians and constructors of machines; 5. For architects; 6. For hydraulic, railway, and road engineers.

The programmes of the studies indicate for each of these specialties what courses the pupils are expected to follow, and, when once the choice is made, those courses become compulsory. In order that the special courses may be attended with profit, the pupils must show that they possess a certain amount of knowledge, or else prepare for them by attending the classes of what is called the preparatory school.

To be admitted as a pupil in the preparatory school candidates must be 16 years of age, and 17 for the upper school or for special divisions. The instruction required for the preparatory school comprises the German language and the habit of composition therein, the use of decimal fractions, the rules of three and of proportions, the elements of algebra, plane geometry, and general notions of geography and history. As for the special courses of the superior school, candidates must be masters of the matters taught in the preparatory school, of which we give the details below. However, the pupils who intend to follow only the courses of natural history, are not obliged to undergo an examination in mathematics. No examination whatever is imposed on those who mean to attend only the lessons on drawing and modelling.

Programme of the Preparatory School.—Elementary mathematics, algebra as far as equations of the third and fourth degrees. Elements of geology and botany. Elements of mineralogy. Free-hand drawing. Linear drawing. Elements of descriptive geometry.

Programme of the Upper School.—Pure mathematics, in two courses, as far as the calculus of variations. Descriptive geometry. Practical geometry. Mechanics. Higher mechanics, theoretical and applied. Construction of machines. Study of machines. Study of prime movers and other machines. Building construction, in three courses. Roads and railways. Bridges and hydraulic constructions. Geology, mineralogy, and physical geography. Pure physics. Applied physics. Chemistry, theoretical and applied with manipulation. Manual labour, including instruction in working in metals and in wood, spinning and weaving, modelling, and the construction of small models.

Plans of Studies.—To enable the pupils to select the courses which they may attend, and to prevent numerous inquiries, the general regulations state that the preparatory school comprises, in the course of a year, the following subjects: zoology, botany, mineralogy, elementary mathematics, free-hand and linear drawing.

The order of the studies, after leaving the preparatory school and for special branches, is shown by the following programme :—

For Chemists :—

1*st year.*—Preparatory school.

2*nd year.*—Theoretical chemistry, technology, theoretical and applied physics and mechanics.

3*rd year.*—Geology and physical geography, or instead, general knowledge of machines and applied chemistry.

4*th year.*—Chemical manipulation.

For Agriculturists :—

1*st year.*—Preparatory school.

2*nd year.* — Theoretical chemistry, technology, physics, mechanics.

3*rd year.*—General knowledge of machines, first course of building construction, practical geometry and drawing of plans, or else chemical manipulation, practical chemistry.

For Surveyors :—

1*st year.*—Preparatory school.

2*nd year.*—First course of higher mathematics; theoretical and applied physics; descriptive geometry.

3*rd year.*—Practical geometry with drawing of plans. Geology and physical geography.

For Mechanicians and Machine Makers :—

1*st year.*—Preparatory school.

2*nd year.*—First course of higher mathematics; mechanics, technology, descriptive geometry, theoretical physics.

3*rd year.*—Knowledge of machines, construction of machines, first course of construction, higher mechanics.

4*th year.*—Knowledge of special machines; second course of higher mathematics, pure chemistry, applied physics.

For Architects :—

1*st year.*—Preparatory school.

2*nd year.*—First course of higher mathematics; technology, descriptive geometry, mechanics, theoretical physics.

3*rd year.*—First course of construction, and ornamentation, practical geometry and drawing of plans, general knowledge of machines, modelling, drawing from the cast.

4*th year.*—Second course of construction, and ornamentation, physical geography, construction of roads and railways, modelling and drawing from the cast.

5*th year.*—Third course of construction, and ornamentation, bridges and hydraulic constructions, theoretical chemistry.

For Civil Engineers :—

1*st year.*—Preparatory school.

2*nd year.*—First course of higher mathematics; technology, descriptive geometry, theoretical physics, and mechanics.

3*rd year.* — Second course of higher mathematics; first course of building construction; practical geometry and drawing of plans, construction of machines.

4*th year.*—Road and railways; second course of building construction; higher mechanics, physical geography, and applied physics.

5th year.—Hydraulics and construction of bridges, third course of building construction; special machines, and theoretical chemistry.

Pupils and Auditors.—According to the statistical returns the pupils of the Hanover Polytechnic School come from the different institutions in the following proportions :—

Out of 100 pupils admitted, there came from :

The classical gymnasia	18·3
The upper middle-class schools, practical and technical schools, the practical gymnasium, the schools of commerce and of mines	18·9
From private tuition	21·9
From workshops and factories	25·6
From other polytechnic institutes	4·8
From the builders' schools	3·3
From the lower schools	0·6
Officers and government clerks	4·5
Professors	2·1
Total	100

The pupils of the upper school may attend any courses they choose, provided the standing regulations and the regular order of studies be not infringed. All the pupils are bound to attend the courses punctually, to be present at the exercises, drawing, manipulations, and to observe, in general, the rules of the school, which are made known to them when admitted. At the end of every year, in the month of July, the pupils who make the application, and whose number is mostly two-thirds or three-fourths of the whole, are admitted to examinations bearing on the whole course of instruction and on their work. If merited, a certificate is delivered to them, declaring their regular attendance and proficiency. These certificates are of three degrees; in certain cases, the words "with distinction" are added, and books are given as prizes.

Persons occupying an independent position, or who attend the universities, may be admitted as free auditors. These last are not entitled to claim certificates of progress and application. Those who do not fulfil the conditions above mentioned may be admitted as free auditors on a written application from their parents or guardians, and in this document the applicant must state that he is aware that the person for whom he acts has no right to expect a certificate. Any person who has entered his name as a free auditor has the privilege, during the first three months, up to New Year's Day, of being admitted as a pupil by merely making known his wish to the Director.

Observations.—The details which have been given show that the order of the teaching is so regulated that, for certain important divisions, such as those of mechanicians and architects, pupils may receive a very serviceable amount of technical instruction, with the aid of elementary mathematics, and enter upon the practice of their professions without going through the whole

course of studies. Such an arrangement is very suitable for many young men, and in no way injurious to the soundness of their education.

Thus, to enable them to attend the first course of mechanics, the course of construction of machines, those of hydraulics, prime movers, and of the principal machine-tools, and for the drawing up of projects relative to these machines, the mechanical engineers do not require more than the elementary and fundamental principles of geometry, algebra, trigonometry, and descriptive geometry. There is no necessity for them to study the higher pure mathematics, which, notwithstanding their utility, present considerable difficulties to certain minds, and require no little time and effort. The same may be said of the instruction given to architects; for after attending the first two courses of construction, the pupils may have acquired the knowledge necessary for ordinary buildings (*constructions civiles ordinaires*).

This gradation of instruction greatly diminishes the inconvenience, above-mentioned, of the high reading in the second course of pure mathematics. Moreover, the table showing the distribution of the students among the different branches of learning which we are about to give, justifies our observations; for it will thereby be seen that whilst 89 pupils are inscribed for elementary mathematics, and 83 for the first course of higher mathematics, there are only 14 for the second course of the same studies. It is therefore more than probable that a small proportion of the 83 pupils of the first course really profit by those lessons. The truth of this observation seems to have been recognized, for the second course of higher mathematics has ceased to be obligatory since 1863–64.

Distribution of the Pupils among the different Branches of Instruction.—This table relates to the year 1863–64.

Subjects taught.	Number of Pupils.	Subjects taught.	Number of Pupils.
Elementary mathematics	89	Zoology and botany	52
Pure mathematics 1st course	83	Mineralogy	57
Pure mathematics 2nd course	14	Geology	40
Mechanics	93	Theoretical physics	24
Higher mechanics	60	Technical physics	10
Practical geometry	57	Theoretical chemistry	50
Descriptive geometry	73	Technical chemistry	27
Study of machines 1st course	86	Practical chemistry	29
Study of machines 2nd course	37	Technology	82
Construction of machines	65	Linear drawing	79
Construction of buildings 1st course	79	Free-hand drawing	96
Construction of buildings 2nd course	45	From the round and reliefs	10
Construction of buildings 3rd course	27	Modelling	5
History of the art of building.	15	French language	11
		English language	21
Construction of roads and bridges.	39	History	16
		Law and police of buildings	20
Hydraulic constructions	30		

This table clearly shows what courses best suit the requirements of the class of persons who attend institutions of this kind.

They are in the order of the preceding table :—Elementary mathematics; first course of pure mathematics (which might be simplified); elementary mechanics (which might be extended); practical geometry; descriptive geometry; the study of machines, first course (which might be made more elementary); the construction of machines; building construction; zoology and botany; theoretical chemistry; technology; linear drawing; free-hand drawing.

It would therefore seem that attention ought to be directed principally to these different branches of learning, and every effort made to facilitate their study by the adoption of the simplest methods. It seems clear that the teaching of the sciences of a high order has a repellent effect on the pupils. That physics should be among the number of the studies least followed is remarkable and much to be regretted. There are, perhaps, particular causes for this, but, in any case, that science ought to hold a higher rank in the programme and to have greater facilities for experimenting.

Number of pupils.—In the year 1862–63 the total number of pupils was 440, of whom 379 were regular pupils and 61 free auditors; there were also 85 in the preparatory school. The great majority of the pupils in the higher school were from 11 to 20 years of age, one-twelfth only were 16, and about one-eighth 17 years of age.

Number of professors.—The establishment has 21 regular professors, three tutors, and several special teachers.

Budget.—The yearly expenses amount to about 23,750 francs, of which 31,500 francs are covered by the school fees. The State pays the balance and likewise supplies the building and all the furniture. The original outlay for the teaching apparatus was about 100,000 francs, and a sum of from 8,000 to 9,000 francs is appropriated yearly for additions.

Collections.—A very good library, containing 15,000 volumes of literary and scientific works, is placed at the disposal of the professors and pupils, who are allowed to take home the books they may want. Technical albums and very numerous collections of drawings are placed in the class-rooms, to be consulted by the pupils. A gallery of models of machines, well selected and in great variety, contains numerous models on reduced scales, which can be carried into the class-rooms when required. A technological collection of raw materials and productions of the chief industries of the country, exceedingly well classified, is especially rich in illustrations of the metallurgical and metal working industries.

The chemical laboratories, one for the professor, the other to receive 20 pupils in chemistry, are well organized and supplied with collections necessary for study. There is also another laboratory specially devoted to assaying by the dry method. The cabinet of physics is not remarkable, though tolerably well sup-

plied with the principal instruments. Those for land surveying and plotting are provided with all the apparatus necessary for practical application. There is no workshop for mechanics, because it is believed that it would be little frequented by the pupils, and that its products would not be in proportion to its cost.

In this kingdom, the ministerial departments being few in number, the polytechnic school is under the management of the Ministry of Public Instruction and Worship, and the studies are supervised by a superior council dependent on that ministry. A committee presided over by a member of the municipal council has the control of the financial management. The professors meet once every month to confer on questions of instruction and discipline.

From these particulars it will be seen that the Polytechnic School of Hanover, one of the oldest in Germany, well deserves the high reputation it enjoys. It may be taken as a model for such institutions, combining as it does the characteristics of a university with those of schools more especially technical.

The general budget of the kingdom of Hanover, for a population of 1,910,000 souls, amounts to 78,654,750 francs. Of this sum the State devotes to the military service 10,182,000 francs, or 0·128 of the whole budget, and to public instruction 996,233 francs, or 0·013 of the whole budget.

This account of the different establishments for the diffusion of knowledge, from the most rudimentary teaching to that of the pure and applied sciences of the highest order, shows that the most liberal spirit has constantly inspired the Government of Hanover from the time of Leibnitz to the present day.

SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS OF THE DUCHY OF BRUNSWICK.

Collegium Carolinum.

The present object of the college is to prepare young men by a scientific and technical education, for the special careers of—Mechanicians, Civil Engineers, Architects, Metallurgists, for mining and salt works, Manufacturing or dispensing chemists, Forest engineers, Agriculturists, Officers for railways and roads, and Surveyors.

These subdivisions appear to be rather too numerous, and part at least might be withdrawn or taught at separate establishments. From the comprehensive curriculum, each pupil chooses

the subjects required for his future destination. But when the pupil has entered his name for a particular line of studies, and he wishes to obtain from the College a certificate of proficiency he is obliged to follow all the courses taught in that technical branch.

Besides these special studies there are general courses of literature, living languages, history, general and political geography, statistics, political economy, which the pupils are encouraged to follow as useful adjuncts to the scientific teaching.

The duration of the complete studies of the nine technical divisions is fixed as follows :—

	Duration of the special studies.
1. Construction of machines - - -	3 years.
2. Civil engineering, construction and architecture - - - - -	4 „
3. Metal works and salt mines - -	3 „
4. Manufacturing chemistry - - -	3 „
5. Dispensing chemistry - - -	1 „
6. Forest economy - - - -	2 „
7. Agricultural economy - - -	2 „
8. Service of railways and posts - -	1 „
9. Government survey - - -	2 „

The teaching elementary mathematics, experimental physics, general chemistry, the rudiments of the natural sciences and of free-hand drawing, is common to all the divisions. Moreover, proof of sufficient preparatory instruction is required for admission to each of the special divisions.

At the end of every year's studies, the Director and professors decide as to the passing of the pupils to the upper class of their division. Those whose proficiency is doubtful have to undergo, on their return after the vacation, a special examination, after which the decision is given. A pupil who has followed the complete courses of his division receives on leaving a certificate declaring his proficiency.

Besides the pupils regularly matriculated for the technical divisions, free students are admitted to certain courses, as well as to the lessons in drawing, painting, and sculpture; young men are at all times admitted to the class rooms and studies.

Numerous and well arranged collections and a good library are placed at the disposal of the professors and may be used by the pupils.

The following tables show the number of hours allotted weekly to each branch of instruction for the special divisions. Each paragraph corresponds to a half-year.

The pupils who do not follow the plan of studies indicated for any special branch are not entitled, on leaving, to receive the certificate relating thereto.

The courses marked (*) are not compulsory ; but the pupils are earnestly recommended to follow punctually the courses comprised in their studies, and not to neglect those which tend to the general culture of the mind.

First Technical Division.—Mechanicians and Constructors of Machines.

In order to shorten the length of the studies, the pupils begin to attend the special courses before their instruction in the higher mathematics is completely terminated. The courses of construction of machines are to follow simultaneously and in connexion with those of mechanics, the study of machines, of projects, and exercises of construction.

1st Year.—1st Term,	Number of Hours per Week.
Arithmetic and algebra	5
Geometry and trigonometry	5
Knowledge of instruments	2
Experimental physics	5
Inorganic chemistry	5
Free-hand drawing	—
2nd Term.	
Stereometry and spherical trigonometry	5
Equations	2
Analytical geometry	5
*Practical geometry	5
Experimental chemistry, second course	5
*Drawing of plans	—
Free-hand drawing	—
2nd Year.—3rd Term.	
Differential calculus, 1st course	5
Descriptive geometry, 1st course	4
Mineralogy	5
Technical chemistry, 1st course	5
Drawing of machines	—
4th Term.	
Differential calculus, 2nd course	5
Descriptive geometry, 2nd course	4
Geology	5
Mechanics, 1st course	4
Elements of building construction	4
Drawing of machines	—

Second Technical Division.—Construction of Buildings.

The divisions for the construction of buildings, for civil engineering, and for architecture have nearly all the preparatory studies in common; they have also several points in common with the special studies. So, when the pupils have decided for one or other of the eight subdivisions, it is only in the exercises of drawing, projects and the applications relating thereto, that their teaching differs from that of the other two subdivisions.

	Number of Hours per Week.
1st Year.—1st Term.	
Arithmetic and algebra	5
Geometry and trigonometry	5
Knowledge of instruments	2
Experimental physics, 1st course	5
Inorganic chemistry	5
Free-hand drawing	—
2nd Term.	
Stereometry and spherical trigonometry	5
Theory of equations	2
Analytical geometry	5
Practical geometry	5
Experimental physics	5
Drawing of plans	—
Free-hand drawing	—
2nd Year.—3rd Term.	
Differential calculus, 1st course	5
Descriptive geometry, 1st course	4
*Land surveying	2
Technical chemistry	5
Mineralogy	5
History of architecture, 1st course	2
Drawing of ornaments	—
4th Term.	
Differential calculus, 2nd course	5
Descriptive geometry, 2nd course	4
*Higher land surveying	3
Geology	5
Mechanics, 1st course	4
Elements of building construction, 1st course	1
Drawing of ornament	—
Architectural drawing	—
3rd Year.—5th Term.	
Differential calculus, 3rd course	2
Descriptive geometry, 3rd course	4
Technical physics, 1st course	2
Mechanics, 2nd course	5
Elements of building construction, 2nd course	4
Architectural drawing and construction	—
6th Term.	
Technical physics, 2nd course	2
Mathematical physics, 2nd course	2
Mechanics, 3rd course	4
Elements of building construction, 3rd course	4
History of architecture, 2nd course	4
Building materials	2
Architectural drawing and construction	—

4th Year.—7th Term.	Number of Hours per Week.
Analytical mechanics	4
Mechanics of building	2
Roads and railways	4
Building of bridges	4
Civil law	3
Drawing of buildings	—
Architectural projects	—
Landscape drawing	—
8th Term.	
Hydraulic constructions	4
Study of machines	4
Law relating to the erection of buildings	2
Drawing of constructions	—
Architectural projects	—
Landscape drawing	—

Third Technical Division.—Salt Mines and Metallurgical Works.

These two subdivisions require the same preparatory studies. For the salt-mines a sound knowledge of geology and fossils is required, and for metallurgical works great proficiency in chemistry and mineralogy.

1st Year.—1st Term.	Number of Hours per Week.
Arithmetic and algebra	5
Geometry and trigonometry	5
*Knowledge of instruments	2
Experimental physics, 1st course	5
Inorganic chemistry	5
Free-hand drawing	—
2nd Term.	
Stereometry and spherical trigonometry	5
Theory of equations	2
Analytical geometry	5
*Practical geometry	5
Experimental physics, 2nd course	5
*Drawing of plans	—
Free-hand drawing	—
2nd Year.—3rd Term.	
Differential calculus, 1st course	5
Descriptive geometry, 1st course	4
Technical physics, 1st course	2
Chemical physics	2
Mineralogy	5
Drawing of machines	—
Manipulations in the laboratory	—

4th Term.	Number of Hours per Week.
Differential calculus, 2nd course	5
Descriptive geometry, 2nd course	4
Technical physics, 2nd course	2
Geology	5
Mechanics, 1st course	4
Elements of construction	4
Drawing of machines and constructions; manipulations	—

3rd Year.—5th Term.	
Mechanics, 2nd course	5
Mineralogical exercises	2
Elements of construction, 2nd course	4
Projects of metallurgical works	—
Manipulation in the laboratory	—

6th Term.	
Mechanics, 3rd course	4 or 5
Metallurgy	2 or 3
Geological exercises	2
Elements of construction, 3rd course	4
Projects of metallurgical works	—
Manipulations in the laboratory	—

Fourth Technical Division.—Technical Chemistry.

Besides a profound acquaintance with chemistry, the pupils of this division must know something about the construction of machines and buildings. An acquaintance with descriptive geometry is consequently necessary for them.

In the third year they are almost exclusively occupied with manipulations in the laboratory.

1st Year.—1st Term.	Number of Hours per Week.
Arithmetic and algebra	5
Geometry and trigonometry	5
Experimental physics, 1st course	5
Inorganic chemistry	5
Free-hand drawing	—

2nd Term.	
Stereometry and trigonometry; physics	5
Experimental physics, 2nd course	5
Organic chemistry	5
Botany	5
Free-hand drawing	—

2nd Year.—3rd Term.	
Descriptive geometry, 1st course	4
Chemical physics	2
Technical chemistry, 1st course	5

	Numbe rof Hours per Week.
Technical physics, 1st course	2
Mineralogy	5
Drawing of machines and laboratory manipulations	—
4th Term.	
Descriptive geometry, 2nd course	4
Technical chemistry, 2nd course	5
Technical physics, 2nd course	2
Geology	5
Drawing of machines and laboratory manipulations	—
3rd Year.—5th Term.	
Elements of machinery	4
Statistics	3
Projects of manufactories and working in the laboratory	—
6th Term.	
Political economy	3
Projects of manufactories and working in the laboratory	—

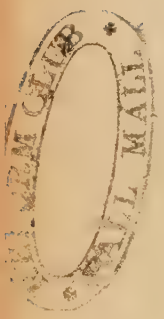
Fifth Technical Division.— Pharmaceutical Chemists.

The pharmaceutical studies must have been preceded by a practical apprenticeship.

	Number of Hours per Week.
1st Year.— 1st Term.	
Arithmetic and algebra	5
Geometry and trigonometry	5
Experimental physics, 1st course	5
Inorganic chemistry	5
Manipulation in the laboratory	—
2nd Term.	
Experimental physics, 2nd course	5
Organic chemistry	5
Botany	5
Pharmacy	5
Chemical jurisprudence	2
Manipulation in the laboratory	—
2nd Year.—3rd Term.	
Mineralogy	5
Zoology	5
Pharmacognosy	4
Chemical physics	2
Manipulation in the laboratory	—

Sixth Technical Division.—Forest Economy.

The plan of studies here separates the special from the preparatory studies. The pupils in the forest service of the country are advised to follow the first year of this division immediately on leaving the primary or other elementary school, and then to have a year's practical apprenticeship in the forests, before they come to follow the special course of the second year.



	Number of Hours per Week.
1st Year.—1st Term.	
Arithmetic and algebra	5
Geometry and trigonometry	5
Experimental physics, 1st course	5
Inorganic chemistry	5
Zoology	5
Mineralogy	5
2nd Term.	
Stereometry and spherical trigonometry	5
Practical geometry	5
Experimental physics, 2nd course	5
Organic chemistry	5
Botany	5
Geology	5
2nd Year.—3rd Term.	
Mathematical exercises	2 to 4
Climatology and knowledge of soils	2
Physiology of forest plants	4
Forest botany and culture of forests	6
Valuations of forests	3
Forest history and statistics	2
Civil Law	3
4th Term.	
Mathematical exercises	2 to 4
Organization of labour	4
Protection of forests.—Forest insects	4
Forest economy and police	4
Utilization of forests	3
Elements of the chase	2
Forest laws	2

Seventh Technical Division.—Rural Economy.

The pupils are advised to separate their studies in the same manner as in the preceding division.

	Number of Hours per Week.
1st Year.—1st Term.	
Arithmetic and algebra	5
Geometry and trigonometry	5
Experimental physics, 1st course	5
Inorganic chemistry	5
Zoology	5
Mineralogy	5
2nd Term.	
Stereometry and spherical trigonometry	5
Practical geometry	5
Experimental physics, 2nd course	5
Organic chemistry	—
Botany	—
Geology	—
Drawing of plans	—
2nd Year.—3rd Term.	
Agricultural economy	—
Anatomy of domestic animals	—
Rearing of cattle	—
Rearing of horses	—
Technical chemistry	—
*General knowledge of machines	—
Agricultural book-keeping	—
4th Term.	
Theory of agriculture proper	—
Culture of plants	—
Diseases of domestic animals	—
Elements of surgery and medicine	—
Valuation of farm property	—
Elements of agricultural building construction	—
Manipulations in the laboratory	—
3rd Year.—5th Term.	
Differential calculus, 3rd course	2
Descriptive geometry, 3rd course	4
*Technical physics	2
Mechanics, 2nd course	5
Construction of machines, 1st course	2
Elements of building construction, 2nd course	4
Construction of machines (exercises)	—
6th Term.	
Technical physics, 2nd course	2
Mathematical physics	2

	Number of Hours per Week.
Mechanics, 3rd course	4
Construction of machines, 2nd course	2
Study of machines, 2nd course	4
Elements of building construction, 3rd course	4
Construction of machines (exercises)	—

4TH YEAR.—7TH TERM.

*Analytical mechanics	4
Mechanics of building	2
Construction of machines, 3rd course	2
Study of machines	4
*Civil engineering	4
Construction of machines (exercises)	—

Eighth Technical Division.—Railways and Roads.

The knowledge necessary for admission into this division are elementary mathematics, geography, statistics, the history of modern languages and literature.

1ST YEAR.—1ST TERM.	Number of Hours per Week.
Arithmetic and algebra	5
Geometry and trigonometry	5
Experimental physics	5
Geography and statistics	6
French language	6
English language	6

2ND TERM.

Stereometry and spherical trigonometry	5
Political economy	3
History	5
German literature	3
French language and literature	3
English language and literature	8

2ND YEAR.—3RD TERM.

*Mathematical exercises	2 to 4
Technical physics	2
History	2
German literature	2
French language and literature	2
English language and literature	2
Civil law	2

Ninth Technical Division.—Officers of the Government Survey.

The young men who intend to enter this service must follow a course of two years, composed nearly as follows :—

1st Year.—1st Term.	Number of Hours per Week.
Arithmetic and algebra	5
Geometry and trigonometry	5
Mathematical exercises	4 to 6
Knowledge of instruments	2
Experimental physics	5
2nd Term.	
Stereometry and spherical trigonometry	5
Theory of equations	2
Analytical geometry	5
Practical geometry	5
Mathematical exercises	4
Experimental physics	5
Drawing of plans	—
2nd Year.—3rd Term.	
Differential calculus, 1st course	5
Descriptive geometry, 1st course	4
Spherical astronomy	3
Mathematical exercises	2 to 4
Technical physics	2
Drawing of plans	—
4th Term.	
Differential calculus, 2nd course	5
Descriptive geometry	4
Higher land surveying	3
Geology	5

Management.—The direction is entrusted to a committee of three members, the oldest of whom is chairman. This committee is under the immediate control of the Minister of State. The college or council of professors is consulted with regard to the general interest, or for any change of the existing arrangements. It comprises all the principal professors, and is convoked by the chairman, or at the instance of one of the members of the managing committee. The conference of the professors is composed of all the professors and tutors. It is convoked to discuss the business of the school.

School Fees.—The young men matriculated as regular pupils pay 18 thalers for the half-yearly term, and if they take part in the manipulations an additional sum of 6 thalers. They also give the laboratory attendant 20 gros.

The young men who do not matriculate for the six months' term pay three thalers for a course of three hours a week, six thalers for one of five hours; the maximum paid is 18 thalers, whatever number of courses may be followed. For the laboratory, these pupils pay 10 thalers, and to the attendant 20 gros.

For daily participation in the lessons in arts, from eight in the morning till two in the afternoon, the fee is three thalers per quarter, and half that sum for three days a week.

The matriculation fee is two thalers, with 20 gros. to the apparitor and 10 gros. for the admission card.

Discipline.—Though all the pupils live outside the college, discipline is maintained in-doors and in the classes by the professors, each for his own course, and by the managing committee for general order and conduct out of college.

The Polytechnic Institution of Brunswick has no less than twenty-five professors for the different branches of instruction there given.

Builders' School at Holzminden.

In this small town of the Duchy of Brunswick, there is an establishment for special instruction, which, by a remarkable exception to the general rule in Germany, receives boarders. It is devoted to the class of artisans designated in France under the general term of the building trade: masons, stone-cutters, carpenters, joiners, smiths, slaters, glaziers, painters, cabinet-makers, &c.

The instruction is chiefly given during the winter half-year, when work is generally suspended; but it is continued during the fine season also for those pupils who are disposed to attend. To be admitted, a young man must have already entered one of the trades connected with building, and must supply the necessary information as to his age, his parents, his residence, the master for whom he has worked, and as to his moral character; he must also submit to a medical examination with regard to his health. During their stay at the school, the pupils wear a uniform, which facilitates discipline. On entering they must bring linen, a few other articles, and a case of mathematical instruments.

The establishment supplies during the usual term of residence, which is twenty weeks for the winter half-year:—

Lodging and board for the sum of - -	27 thalers.
Teaching, firing, lighting, necessaries for writing and drawing, the uniform, medical attendance and washing, for - - - -	45 thalers.
Total -	72 thalers.

Thus, during this period of one hundred and forty days, a young man can be boarded, lodged, taught, and supplied with every necessary for less than two francs per day.

The pupils are divided according to their proficiency, into three classes. In the two lower classes, the pupils are improved in ordinary and commercial arithmetic, writing, and composition. At the same time in all the classes they are taught free-hand drawing, details of construction, of ornament, of line-drawings relative to their different trades, the objects and models being chosen according to the capacities of the pupils.

The discipline is nearly the same as in a college. They rise at six in the morning, wash themselves and perform other necessary duties till half-past eight, and the studies continue till half-past nine in the evening, except the intervals for meals and recreation. They go to bed at ten. The school can accommodate five hundred and fifty pupils.

At the close of each complete period of instruction, the pupils who are found deserving, and have attended long enough, receive a certificate stating their degree of proficiency in the studies bearing on their profession. The pupils who have not completed their studies receive a certificate of their conduct and application during the time passed at the school. This certificate must be countersigned by their parents or masters when they return for the next half-year.

The general curriculum of the school comprises calligraphy, orthography, composition, ordinary and commercial arithmetic, the elements of algebra, book-keeping, elementary geometry, descriptive geometry, projections, stereometry, elementary and technical physics, the details of the construction of machines and buildings; joining of stone, wood, and iron; technical chemistry, the knowledge of building materials, drawing up of estimates, laws affecting buildings, free-hand drawing, architectural drawing, studies of forms and orders, drawing of machines, drawing up of projects, modelling. The pupils are expected, during the summer half-year, to visit works in course of execution, and write reports of their excursions.

SPECIAL REPORT ON THE GENERAL ORGANIZATION OF INSTRUCTION IN PRUSSIA.

The following is a classified list of the educational institutions in Prussia, showing also the Government Department under which each is placed :—

Designation of the Establishments.	Ministry on which they depend.
Primary and Sunday schools (children under 15 years of age).	Public Instruction.
Middle-class schools (*Bürger Schulen*)	Id.

Designation of the Establishments.		Ministry on which they depend.
Schools for children employed in factories		Commerce.
Apprentice schools, weaving schools		Id.
Schools and lectures for apprentices, for workmen		Id.
Conferences and associations of workmen		Id.
Industrial schools		Id.
Special industrial schools.	1. Of architecture (*Bau Akademie*)	Id.
	2. Of mines (*Berg Akademie*)	Id.
	3. Of industrial drawing (*Muster Zeichnen Schule.*)	Id.
	4. Of pilotage and navigation	Id.
Practical schools (literary)		Public Instruction.
Gymnasia (classical)		Id.
Polytechnic Institute (*Gewerbe Institut*)		Commerce.
Universities and Faculties		Public Instruction.

From the list it will be seen that the primary schools, the practical schools, the gymnasia, and the universities with their faculties, are under the supervision of the Ministry of Public Instruction, and that the educational institutions connected with commerce and industry of every kind, including the Polytechnic Institute, depend on the Ministry of Commerce.

Primary Instruction.

The regulations for ensuring a compulsory system of education in Prussia are by no means a dead letter; the execution and the results correspond in every respect. On the one hand, the statistical returns relative to the recruitment of the army show that, out of 1,000 young men of 20 who enter the service, there are not more than 30 unable to read and write. On the other hand, the following statistical table of the population between five and 14 years of age, the extreme limit of the school age and of real attendance, published by the Prussian Government, shows to what extent the law is respected and observed in all the provinces.

Names of the Provinces.	Number of Children					
	Bound to attend the Schools.		Attending the Schools.		Per 1,000 who attend the Schools.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Prussia	281,751	278,652	200,093	193,241	712	690
Duchy of Posen	151,181	150,328	109,574	105,406	698	700
Brandenburg	233.619	227,954	178,887	174,783	750	765
Pomerania	144,032	140,070	105,388	103,087	715	737
Silesia	314,648	316,531	260,955	261,485	828	825
Saxony	196,775	222,217	167,728	167,234	798	751
Westphalia	163,340	156,909	134,470	129,464	790	772
Rhenish Provinces	313.883	306,724	264,617	254,052	809	830
Hohenzollern	5,719	5,932	5,028	7,213	900	—
Fortresses and Federal Posts.	174	234	—	—	—	—
Totals	1,805,122	1,805,551	1,426,740	1,395,965	790	773

This table comprises the whole of the children from five to 14 years of age, forming, according to the census, the number of those who between those limits of age ought to attend the primary schools. But, on the one hand, a considerable number of children five years old are too weakly to be compelled to go to school, and, on the other hand, a certain portion of the children have gone through these studies satisfactorily at 12 years of age, and are allowed to pass to the higher schools ; while others again have been taught at home. Consequently the comparison of the number of children who attend the schools with that of the children of the age when attendance is compulsory is made on far too high an estimate of the latter number. The author of the statistics just given is, owing to his official position, well able to appreciate this error, and he estimates the total number of boys who ought to attend the schools at 1,460,259, and of girls at 1,437,455, which would raise the ratio of real attendance to 978 per thousand for boys, and 971 per thousand for girls. These figures must be nearer the truth than the preceding, and moreover agree more closely with the data supplied by the recruitment of the army, which show only 30 men per 1,000 unable to read and write. The two results combined therefore show, that in Prussia the law which makes attendance at the primary schools compulsory, is uniformly observed and executed in all the provinces of the kingdom, and that the object of this teaching is completely attained, since all the young men of 20 can read and write.

The Prussian Government has also appreciated fully the obstacle to the intellectual advancement of the people, presented by the employment of children of tender years in manual labour. Regulations, dated 9th March 1839, 16th May 1853, 18th August 1853, and 12th August 1854, have successively fixed and modified the general conditions of children's work in factories.

According to the Royal Ordinance of 16th May 1853, children cannot be allowed, after the 1st July 1855, to work in factories until full 12 years of age. From the 1st October 1853, young persons under 16 cannot be admitted to work in factories until their father or guardian shall have presented a pass-book containing the day, month, and year of the holder's birth, and stating his religion ; the name, profession, and domicile of his father or guardian ; a certificate stating that he can read and write. The manufacturer is to keep this pass-book, show it to the authorities whenever required, and return it to the parent or guardian when the young man leaves his service.

Children under 14 years of age cannot be compelled to work above six hours per day. Three hours per day must be devoted to school. It is absolutely forbidden to make children under 16 work before five in the morning, or later than half-past eight at night.

All persons who employ children under these conditions are bound to give notice thereof to the police authorities, and to make

a return every half year of the number of young people above 16 years of age in their employment. Infringements of these regulations are punished by fines. Moreover, the magistrate is empowered, in case of a third infraction in the space of five years, to suspend the working of children under 16 in the offending factory.

A separate article prescribes the supervision of the manufactory, with regard to health and morals, to the separation of children from adults, and especially of girls under 16 from men and boys; the isolation of the sexes if the workpeople sleep on the premises; and the appointment of a person to take note of the arrival and departure of the children. Wages must be payed to the parents, and an examination held whether the kind of occupation or the nature of the preparations is injurious to the health of the children. Proper ventilation is secured in the workshops where dust is produced.

The State appoints inspectors to watch over the execution of the regulations.

Upper Weaving School at Elberfeld.

In this town, where the principal industry,—that of weaving,—has doubled the population within the last 30 years, there was founded in 1845, chiefly with a view to the local manufacture, a superior school of weaving, for which the town erected an appropriate building and the Government supplied the looms and furniture.

This school comprises three distinct divisions, which may be attended by all the pupils if they please :—

1st division	-	Weaving.
2nd division	-	Pattern drawing.
3rd division	-	Chemistry, colours for printing.

The instruction given comprises the fundamental principles of the theory of weaving, the knowledge of the properties of textile substances, the elements of the composition and decomposition of plain and figured tissues, preparing the cards, the composition of new patterns, the art of graduating the colours for all sorts of fabrics. Drawing is taught by Dupuis' method, that is, by exercising the pupils from the very beginning in sketching from nature or from models in relief.

The course extends over three half years, during which the sittings occupy 36 hours per week. Each pupil keeps a book in which are collected the patterns of different kinds of tissues which he has to analyse and decompose, calculating their elements and reproducing the perforations of the cards by sketches.

The school fee is 120 thalers for the three half years; for the first course only, it is 90 thalers, and for the second 60 thalers. Besides the special courses the pupils are allowed to attend gratuitously the courses of drawing, physics, and chemistry.

The establishment possesses 42 looms; the pupils have to work at them to practise both the preliminary preparations and actual weaving. When they have made the pattern of a tissue and prepared the cards, they have to make ready the loom and begin working. The materials are supplied by the school, but, as a general rule, little work is done and the materials are not fully utilized.

This school could accommodate 160 pupils, but it is attended by barely half that number; for weaving, 45; for drawing, 25; for chemistry, 8; in all, 79. A few of the pupils come from other countries, and some even from France. The laboratories are well organized and can receive from 20 to 30 pupils at least: here the pupils practise the analysis special to their industry.

The annual expenditure for the school amounts to about 10,000 thalers. and the excess of the expense over the receipts is borne one half by the State, the other half by the town.

Two other schools of the same kind have been founded in Prussia; one of them, in 1834, at Mülheim, for the manufacture of cotton and woollen stuffs; the other, at Crefeld, for velvet; they are conducted in the same manner.

These schools do not seem to be attended by precisely the right sort of pupils, nor do they make the best possible use of the means so liberally placed at their disposal. The plan followed at Stuttgart, in a similar establishment, appears to be far preferable. There the pupils are intelligent young men already trained to work the loom and to the details of preparation and tolerably advanced in drawing and primary instruction. At the school they are improved in the study and application of principles by making them do real work, so as to fit them for becoming overseers of workshops. The success obtained in the Mulhouse school of weaving, however, where the pupils are bound to work regularly at the looms, proves that it is possible in schools of this kind to impart to young men, already educated, sufficient practical knowledge to enable them to undertake the management of manufactories.

Improvement Schools (*Fortbildung-Schulen*) for Young Workmen.

Under this designation there are schools intended to give young workmen already engaged in their trades the supplementary instruction necessary for them. The teaching is directed to improving them in writing, in the German language with a little literature, in the French and English languages, in drawing applied to different professions, arithmetic, geometry, the elements of physics and chemistry, in mechanics, geography, book-keeping, and in the general knowledge of commerce, technology, manufactures, and history. These schools profess to complete the education given in the elementary and middle-class schools. The courses are divided into half-yearly terms, so that the lessons of

one term are a continuation of those which preceded. The pupils enter their names for the courses they desire to follow, but every newly-admitted pupil is obliged to attend at least four courses.

At Berlin the classes are held every Sunday from eight o'clock till one. In some places they are held morning and evening. Apprentices can only be admitted after obtaining from the corporation to which they belong, or from a Sunday school for apprentices, a certificate declaring that they are sufficiently advanced in elementary instruction. The school fee is 15 silbergroschen per quarter ; but apprentices, who form the great majority of the pupils, are admitted gratuitously.

There are three schools of this kind at Berlin where the classes are held on Sundays, two of them in the buildings of the practical schools, and in the third in the Frederick Gymnasium. In the course of two half years, from Easter 1863 to Easter 1864, the number of lessons given was 178. The average number of pupils was 1,200. With regard to age, they are classed as follows in the summer half-year :—

From 14 to 16 years.	17 to 20 years.	21 to 24 years.	25 to 30 years.	30 to 40 years.	Above 40 years.
588	485	104	31	12	3

Total - 1,223.

The total expenditure amounted to 13,609 francs.

Religious Societies for Apprentices.

Besides the elementary schools, there are in Prussia, and particularly in Berlin and Elberfeld, associations whose principal object is to keep young men in the paths of morality and religion, by offering them means of study and harmless recreations, as well as cheap lodgings and food, and aid in case of illness. The societies have small libraries, class-rooms for reading, writing, arithmetic, drawing, history, singing, and explanations of the Bible. There are lodging-houses called *Christian inns*, which receive young workmen with the approbation of the pastor of the house. The hours for rising, for prayers, and for coming in at night are fixed. The price paid for lodging is 25 c. a night, and there is a tariff for the food.

Workmen's Societies (*Handwerkerverein ; Arbeiterverein*).

There are in Prussia a great number of societies of workmen already engaged in trades. The programmes of the courses given

in these societies are generally drawn up so as to be applicable to particular trades. In most instances they comprise arithmetic, elementary geometry, the elements of projection, and especially drawing.

The pupils are usually classed under the following heads :—

1. Construction of buildings—masons, stone-cutters, marble-workers, &c.

2. Carpenters, joiners, cabinet-makers, &c.

3. Workers in metal, mechanicians, locksmiths, tinmen, iron-plate workers, coppersmiths, &c.

4. Various trades.

Albums of models corresponding to these same divisions are also published.

In most cases these courses, intended specially for workmen, are annexed to the trade schools (*Gewerbe Schulen*) and to the practical schools, which will be now described.

Trade Schools (*Gewerbe Schulen*).

This title is sometimes applied in Germany to establishments almost distinct and of a quite different order. In the Grand Duchy of Baden it is used to designate schools frequented in the morning by apprentices, and in which efforts are made to give them elementary instruction especially applicable to their trades. The usual object of the trade schools of Prussia is to train commercial assistants, masters and foremen for manufactories, and to prepare candidates for the polytechnic institutes. The studies generally extend over two years, and religious instruction is always included. The school fees are everywhere very moderate, and a great number of pupils are admitted gratis ; these establishments are consequently a considerable expense to the towns and to the State, which share the burden between them.

In 1860 there were in the kingdom of Prussia 25 trade schools distributed, somewhat unequally, as follows :—

Rhenish provinces	7	trade schools.
Westphalia	5	„ „
Silesia	3	„ „
Prussia proper	3	„ „
Pomerania	2	„ „
Brandenburg	2	„ „
Posen	3	„ „
Total	25	

These schools are established in the towns of Cologne, Königsberg, Dantzic, Stettin, Aix-la-Chapelle, Crefeld, Elberfeld, Pots-

dam, Halle, Erfurt, Frankfort, Coblentz, Munster, Gorlitz, Halberstadt, Trèves, Stralsund, Liegnitz, Schweidnitz, Iserlohn, Bielefeld, Gradenz, Saarbrück, Hagen, and Bochum. The total number of professors is 87.

According to the returns supplied by the Ministry of Commerce there were, in 1857, 1,174 pupils, and in 1858 the number had increased to 1,418, which gives an average of 57 pupils for each school. The distribution is not uniform among all the schools, and the most numerous attendances are at Königsberg, Dantzic, Gradenz, and Trèves.

Every provincial trade school consists of two classes, each of one year; a lower class and an upper class. The former is chiefly intended for theoretical instruction and drawing, the second for the application to industry of the knowledge acquired.

To be admitted to a school the candidate must be at least 14 years of age; he must be able not only to read German fluently, but also to explain, when reading, any book within the capacity of a child 14 years of age; he must write German without gross faults of spelling, and in a legible hand; he must know how to calculate in whole numbers and vulgar fractions, with their application to the solution of ordinary questions, such as measuring the superficies of polygonal planes and of prismatic bodies; and must be practised in drawing.

Young apprentices may, on leaving the elementary schools, prepare themselves sufficiently by attending the improvement schools. Other young men can acquire the necessary instruction at a good town school or an upper middle-class school, or in a gymnasium, as far as the fourth class.

To pass from the first class of the trade school into the second, the pupils are carefully examined on all the subjects taught; those who do not undergo this trial successfully may go through the first year's studies a second time. Pupils from other schools who give proof of sufficient knowledge in this examination will be at once admitted to the higher class.

The following is the general plan of instruction:—

Lower Class.

		Class hours per week.
Winter and summer terms.	Mensuration	4
	Algebra to quadratic equations inclusive	3
	Practical arithmetic	4
	Physics	4
	Chemistry	4
	Free-hand drawing	7
	Linear drawing	9
	Total	35

Upper Class.

		Class hours per week.
Winter term.	Higher algebra	3
	Descriptive geometry	3
	Practical arithmetic	2
	Mechanics and study of machines	3
	Chemical manipulation	4
	Mineralogy	2
	Construction and estimates	3
	Free-hand drawing	7
	Linear drawing	9
	Total	36
Summer term.	Continuation of descriptive geometry; conic sections	3
	Application of algebra and trigonometry to the solution of problems in mensuration, stereometry, and land surveying	3
	Practical calculations in the extraction of roots; logarithms and cubatures	2
	Study of machines; applied mechanics	3
	Industrial chemistry	4
	Mineralogy	2
	Constructions and estimates	3
	Free-hand drawing and modelling	7
	Linear drawing	9
	Total	36

An improvement school for workmen (*Handwerker Fortbildungschule*) is attached to each trade school, for the purpose of giving instruction to apprentices and workmen on weekday evenings and Sundays. The professors of the industrial schools are bound to teach in these improvement schools, and are remunerated according to the number of hours they are so occupied.

Each trade school has three ordinary professors attached to it; one for mathematics, mechanics, the study of machines, mechanical technology; one for the natural sciences, physics, chemistry, mineralogy, technological chemistry; and one for drawing, modelling, and details of constructions. The direction of the establishment is confided to one of the first two, and the other two take rank after him according to their years of service. The assistant professors, where there are any such, are gradually replaced by titular professors. The director of a provincial trade school has from 16 hours to 18 of teaching, and each of the other professors from 20 to 24 per week.

The 25 industrial schools of Prussia, containing only about 1,400 pupils, following a two years' course of study, turn out about 700 young men per year, prepared theoretically for an industrial

career. The three Schools of Arts and Trades in France, with their three years' course of theoretical study and practice in the workshop supply 300, better fitted at once to enter on practical life, but possessed, perhaps, of less complete and less general theoretical knowledge.

The expenditure for the trade schools of Prussia, 25 in number, amounts to the total sum of 70,015 thalers.

	Thalers.
The State contributes - - - -	23,662
The towns - - - - -	26,016
The school fees produce - - -	18,419
Interest on funds invested - - -	1,918
Total - -	70,015

The total number of pupils being in 1863 1,327, the expenditure for each is 52 thalers or 195 francs, without including the rent of the premises and the furniture, which are supplied by the towns. Of this sum, the State contributes about one-third, and the school fees one-fourth.

This expenditure for an education, which, though useful, is of a low order, given to outdoor pupils, appears to be excessive, and out of proportion with the results obtained. The reason is easily found in the small number of pupils attending most of the schools, some of them having only 12, 17, 21, 24, or 29 pupils, and at least two professors, with appliances sufficient for a much larger number. At Stralsund, for instance, where the number of pupils is 141, the expense is only 3,868 thalers, or 27·4 thalers per head; and at Cologne, where the pupils are 171, the total cost is 5,467 thalers, which is equal to 31·97 thalers per head, which sums are still very high, but far below the average. This comparison of the expenditure with the number of pupils shows that, in its anxiety to diffuse education among the working class, the Prussian government has done more than present circumstances require.

Academy of Architecture.

Under this title there exists at Berlin a school for instructing :—

1. Assistant engineers for the service of the State and of towns.
2. Architects and civil engineers for the service of the State and of towns.
3. Architects for private buildings.

The instruction extends over two years, divided into four half-yearly terms, and to be admitted, candidates must produce a certificate of satisfactory studies in a gymnasium or a practical school.

Candidates for the title of architect for private buildings (*Privat Baumeister*) must also have been admitted as competent

workmen in one of the trades of mason, stone-cutter, or carpenter, after three years' practical apprenticeship. To prepare for obtaining the title of architect for Government works (*Baumeister*) the candidate must have a certificate of advanced studies in a gymnasium or practical school, have passed a year in the practice of building, have a knowledge of levelling and measuring, and must also produce specimens of his drawings. As for the assistant engineers, they are sent by the Government and destined for the public service.

Every pupil on entering pays a matriculation fee of 10 thalers, and receives a paper indicating the courses he must follow, and for each of which he has to pay three-quarters of a thaler per month. The number of courses followed being seldom less than 10, the whole amounts to a yearly school fee of about 18 thalers.

The school has 23 ordinary professors and six assistants; of the first-named professors, five only are titular. They are paid at the rate of 2 thalers for an hour's lesson. The other ordinary professors are paid only $1\frac{1}{3}$ thaler per lesson, and the assistant professors 1 thaler. These salaries appear very insufficient.

In the winter of 1863–64, the Academy had 314 pupils entered for the service of the State, 34 pupils entered as private architects, 55 pupils entered as foreigners, 69 pupils, as free auditors, forming a total of 472 pupils.

The expenses amounted in 1864 to 25,975 thalers for 472 pupils, or 55 thalers per head. The school fees produced 11,500 thalers, or 44 per cent. of the expense; the Government gave 8,500 thalers, or 33 per cent. The rest was obtained from various sources.

The matters taught are distributed as follows :—

1*st Year.*—Elements of construction, drawings, and exercises; projections, applications to stone cutting, to vaults, &c., determination of shadows, perspective, ancient architecture.

Plans of simple buildings.

Rural constructions, projects.

Knowledge of materials and their prices.

Drawing of ornaments.

Hydraulic constructions, roads, railways.

Pure mathematics.

Applied mathematics, mechanics.

Taking of plans.

Natural sciences, elements of physics and of chemistry applied to constructions.

2*nd Year.*—Construction, architecture, large buildings with warming apparatus.

History of architecture.

Principal kinds of buildings, public or private.

Projects, ornaments, and decorations; free-hand drawing.

Projects of hydraulic constructions, of railways, of machine establishments.

Land Surveying.

Telegraphy.

Higher mathematics (differential and integral calculus), calculation of probabilities, analytical dynamics applied to the resistance of materials.

An examination of this well-arranged programme shows that at the end of the first year's studies the pupils may have acquired a degree of knowledge which will allow them to undertake constructions of a secondary order. The second year's course appears, so far as concerns architects, to be uselessly encumbered with the study of pure mathematics, as everything connected with the resistance of materials, and the part of mechanics which is of importance, can be taught elementarily. It moreover appears evident that the calculation of probabilities is altogether useless for architects.

On leaving the academy, the pupils are admitted to undergo examinations for the purpose of obtaining a diploma for the profession they have chosen. The candidate for the title of public architect (*Baumeister*) must be able to prove that he has worked for two years under the direction of an architect, and give an account of how he employed his time. He next prepares in strict seclusion, the project of an architectural construction, for which he is allowed a week. If these preliminary ordeals are satisfactory, he is admitted to pass the examination, which extends over two or three days, on the matters in the two years' curriculum. The certificate delivered after this examination specifies the branch the candidate intends to follow.

To obtain the title of private architect (*privat Baumeister*), the candidate must be a master in one of the trades of mason, carpenter, or stone-cutter, and give proof of three years' preliminary studies. He must draw up a project, for which a week is allowed. He next passes the examination, occupying two days, on all the subjects taught.

Assistant engineers are not examined; it is considered sufficient to take note of the manner in which they have pursued their studies. They have to take an oath.

An annual and optional competition is held every year between the pupils, and the author of the best projects receives a subvention of about 2,000 frs. for travelling abroad.

The instruction given in this school appears to be organized on a good method; it makes the pupils proficient in all the details of building as well as in the principles of the art, and is not satisfied with training decorators merely.

Academy of Mines (*Berg-Akademie*).

This academy, founded in 1861, is designed to impart to young men who intend to enter the public service of mines, or to pursue the industry of metallurgy, the knowledge of the applied or technical sciences which may be necessary. The theoretical instruction bearing on these sciences is given to the pupils in the university of Berlin. The mining pupils who wish to enter the service of the State have three degrees to acquire by examinations. The first, which is given on leaving the school, is that of pupil of mines (*elève des mines*). The second, which can only be

obtained after two years' practical working, leads to the title of auditor of mines (*réferendaire des mines*). The third, for which no one can present himself till after two years past in administrative works under a chief engineer, gives the title of assessor of mines.

The school fees are calculated at the rate of $1\frac{1}{2}$ thal. for an hour's lesson attended per week. Thus a pupil who attends a course for which there are six hours' lessons per week, pays 9 thalers per half yearly term. For manipulations in the laboratory, they pay in addition 20 thalers per term, and 10 thalers if they practise assaying.

The number of pupils varies from 30 to 40, and the total expense of the establishment amounts to 12,000 thalers. The amount not covered by the receipts is paid by the Government, which has also found the building, and all its furniture, as well as the collections. The courses may be attended by persons not belonging to the school, but they, like the regular pupils, inscribe their names for the course they intend to follow.

There are in all nine professors, three of whom are specially attached to the school, and receive each 1,000 thalers a year. The director has the same salary. The other professors belong to the university, and attend to give lessons at the academy.

The laboratories are commodious and very completely organized. There are separate ones for assaying by the humid and by the dry method. The costly re-agents are given out only by the professor; the others are placed freely at the disposal of the pupils. The geological and mineralogical collections are very fine, and very complete. Their classification is nearly finished. Part of them are placed at the disposal of the pupils for their studies.

Industrial Drawing School (*Muster Zeichnen Schule*).

This school is considered as a branch of the Polytechnic Institute, though really it is quite distinct, and has a director of its own. The purpose of it is to form designers and composers for textile fabrics in silks, woollen, or cotton, for printing tissues, and also producing patterns for paper-hanging; and, for this reason, it much more nearly approaches the Weaving Schools properly so called. Besides drawing, the theory and practice of weaving in all their details is likewise taught. The school has eight or ten looms.

The method adopted here for teaching drawing is that of the late M. Dupuis, which consists, in exercising the pupils from the very first in drawing only from models in relief, graduated from the simplest to the most complicated. The results of this teaching are truly remarkable for all the branches of industry to which they belong; but unfortunately the pupils it trains cannot easily find in their own country the means of utilizing their talents, and the majority of them consequently go abroad; so the school which at first flourished, and had from 40 to 50 pupils, has not at present more than six or eight, and its suppression has even been mooted.

The course of instruction extends over two years. In the first year, or second class, the pupils devote every week :—twenty-four hours to drawing from models in relief; four hours to instruction in physics and chemistry suited to the object of the school; and four hours to industrial drawing. In the second year, or first class, the pupils are engaged every week :—thirty-six hours in the composition and execution of designs for prints and figured tissues; sixteen hours in the making ready of looms for quiltings, velvets, and practice in weaving; eight hours in the decomposition of tissues and preparing the cards for weaving them.

To be admitted to the school, candidates must be 14 years old at least, and have been confirmed or taken their first communion. They must be able to read the German language both in the black letter and in Roman characters, and to give a summary of a book suited to their intelligence. They must be able to calculate in whole numbers and vulgar fractions, and to solve ordinary problems. They must write German without any gross faults of spelling, and must know the rudiments of drawing.

The school fee is 12 thalers per half year. The object of the school is to train designers, who, after attending the complete course of studies, shall be able to draw patterns for manufacturers, or to take the management of workshops for drawing.

Instruction is also given in drawing patterns for paper-hangings, for oil-cloths, for silk, cotton, woollen, or linen prints, for the weaving of figured stuffs and ribbons, for upholstery fabrics, carpets, embroidery, and lace.

The course of industrial drawing, properly so called, commences with the copying of flowers from nature; then select drawings are copied; and no pains are spared to accustom the pupils to composition, that is to say, the invention of new patterns.

During the vacations of each year there is an exhibition of the pupils' drawings. Part of the drawings executed by the pupils belong to the establishment, the rest are returned to them. The pupils whose instruction is satisfactorily completed receive a certificate of maturity; the others may obtain a certificate indicating the extent of their special instruction.

Navigation Schools.

There are in Prussia six navigation schools intended to educate young men as mariners and masters of merchant vessels. They are situated at Memel, Dantzic, Pillau, Grabow, near Stettin, and Stralsund. A single director, residing at Dantzic, has the superintendence of all these schools, which have each two professors, and an assistant professor to teach drawing. There are two divisions in the schools. The lower one gives, in one year, the instruction necessary for pilots; the higher one, in two years, teaches the art of navigating the high seas.

Admission to these schools is decided after an examination by a professor in presence of the director. To be received for the course of pilotage, the candidate must be under 40 years of age,

able to read, write, and compose passably in German, and also be versed in elementary mathematics. The school fee is 10 thalers for the navigation division, and 6 thalers for the pilots' class quarterly in both cases. There are 32 hours' lessons per week.

The subjects taught in the pilotage division comprise :—Arithmetic, plane geometry, carpentry, plane and spherical trigonometry, navigation, terrestrial and astronomical observations, drawing of sea-charts and astronomical maps, and the English language. The curriculum of the higher division comprises, besides the preceding which have to be carried farther, rigging, drawing the differents parts of a vessel, the commercial rules relative to ships' papers, and to the course of exchange at the principal commercial ports, &c.

A certificate of efficiency is given to those pupils who pass a satisfactory examination on leaving the school.

Practical Schools.—(*Real Schulen.*)

Under this title are included those establishments, very numerous in Germany, where young men intended for trade, the lower posts in government offices and manufacturing houses, receive a general education. In Prussia the courses comprise the German, English, and French languages, and sometimes Italian. Greek is not taught, but often enough Latin to procure admission into the upper classes of the gymnasia where the classics are studied, and also into the polytechnic institutes. It includes also religious instruction, history, geography, the elements of natural history, physics, and chemistry, commercial arithmetic, elementary geometry, singing, and gymnastics. The schools are attended by a large number of pupils, all day scholars.

These practical schools are divided into higher and lower; the other schools called upper middle-class schools (*Höhere Bürger-Schulen*), are sometimes classed with them, though they give a somewhat inferior education. The lower practical schools have only three or four classes, the higher six or eight, among which are included those of the preceding. The instruction is so graduated that these schools can receive boys as early as seven or eight years of age, provided they can already read, write, calculate, and have learned German grammar and orthography. These qualifications often require one or two years of preparatory classes or in all eight years' attendance, so that a youth may have terminated his studies by his 17th or 18th year.

The study of modern languages is very extensive, and comprises for the higher classes the German authors in prose and verse, and for Latin the prose writers only, so as to enable the pupils to attend certain courses in the university to which they are admitted with the pupils of the gymnasia. The instruction in science is such as to prepare boys for the industrial schools and for the polytechnic institutes.

Taking the programme for the pupils of the six classes in the higher division of the practical school at Elberfeld as an example,

the time devoted to the different lessons in each week and for the six classes is as follows :—

	Hours.
Religious instruction	12
German language	16
Latin (for pupils going to the gymnasia)	34
French	32
English	9
Geography	8
History	11
Natural history	8
Caligraphy	7
Arithmetic and commercial calculations	19
Physics	6
Chemistry	4
Geometry	11
Singing	7
Gymnastics	12

The practical schools in Prussia being chiefly intended for youths who are preparing for trade, manufactures, and the lower clerkships in government offices, it always happens that a great many of the pupils leave school after passing through the third or fourth class, and only a small number remain for the second, and still fewer for the first. As a general rule, the number of pupils in the second class is at most only half that of the sixth, fifth, fourth, and third, while the proportion in the first is not above one-tenth. This fact shows that the practical schools are not frequented by those who desire a high literary education, even when limited to the living languages, though these are taught there more efficiently than in the gymnasia. Still less do they offer technical instruction bearing more or less directly on industry. In other parts of Germany the same name is given to establishments of a very different kind.

The institution of the practical schools is already of rather old date, for that of Elberfeld was founded in 1829 by the municipal council of that town with the authorization of the Government, which placed it under the supervision of the regency of Düsseldorf and of a committee consisting of seven members, presided over by the director who is appointed by the Government. Three of the members are elected by the municipal council, and the three others by the regency of the province.

All the schools of this kind existing in Prussia are under the general direction of the Ministry of Public Instruction, which, however, leaves the local committees full liberty to adapt the teaching, (the expense of which is to a great extent borne by the towns,) as far as possible, to local requirements, but without making it technical. At the period of their foundation an effort was made to give part of these schools a more technical direction, but it could not be either sufficiently scientific or sufficiently practical to attain the end desired, and the results were anything but favourable. All now limit their studies to modern literature and to the general elements of the sciences.

The following is the distribution of the lessons given during the week, adopted at most of the schools.

Matters taught.	6th Class.	5th Class.	4th Class.	3rd Class.	2nd Class.	1st Class.	Total per Week.
Religion - - -	3	3	2	2	2	2	14
German - - -	4	4	3	3	3	3	20
Latin - - - -	8	6	6	5	4	3	32
French - - -	—	5	5	4	4	4	22
English - - -	—	—	—	4	3	3	10
Geography and history -	3	3	4	4	3	3	20
Natural history - -	2	2	2	2	6	6	20
Mathematics - -	5	4	6	6	5	5	31
Writing - - -	3	2	2	—	—	—	7
Drawing - - -	2	2	2	2	2	3	13
Total of hours' lessons per week.	30	31	32	32	32	32	—

This general programme, which may be regarded as the type of the instruction given in these schools, is subject to some few partial modifications, and it may be more extensive in certain towns; but the spirit and object of the teaching are always the same.

For the reproach addressed to these schools that they have materialistic tendencies, there seems to be at present no foundation, nor has there ever been any in time past. Religious instruction, calculated to strengthen the sentiments developed in the primary schools, has never ceased to be imparted as far as the third and fourth classes. The literary studies comprise the very same authors as are used in the gymnasia, omitting those of Greece and Rome; they cannot therefore have produced the result which has been imputed to them. Generally it may be said that in Prussia as well as throughout Germany, the education given in these practical schools is remarkably good. Besides a literary preparation sufficient for commercial careers amply, liberally, and often gratuitously placed within the reach of the most moderate fortunes, these schools successfully diffuse the knowledge of living languages, French, English, and Italian. They prepare for the Polytechnic institutes candidates well grounded in the German language, and not unfrequently in other modern idioms. Simple in their scientific exposition, aided by collections as extensive as circumstances require, conducted by professors who know how to adapt their teaching to the requirements of their pupils, and completely distinct from the system of the gymnasia, which is and ought to be far more doctrinal, these schools fulfil all the conditions of an education especially destined for tradesmen and manufacturers.

The school fees are rather low, and vary, according to age and class, from 35 to 40 thalers a year. But as there are a great number of non-paying pupils the receipts are far from covering

the expenditure of these establishments, and the deficiency, amounting to between one-third and one-half of the whole, is usually defrayed by the towns. All the practical schools have a library, a gallery of instruments for physics, a chemical laboratory, drawing halls, with numerous models, and are very fairly provided with all the necessary appliances.

Practical School of Berlin (*Königstädtische Real-schule.*)

The studies of this school, which is one of those where the instruction is most extended, are divided between the elementary classes and what are called the "real classes." The first classes, four in number, comprise two years' study, during which the teaching religion, the German language, writing, and arithmetic. The pupils may be admitted as early as seven years of age, provided they can already read, write, and know a little of arithmetic. The classes in which the higher course of instruction is given are six in number, according to the classification, but they require in reality eight years of study. The first, which is a class for modern languages, must be doubled, and therefore requires two years. The second and third are divided into lower second and third and higher second and third, which occupy each one year. The fourth and fifth also take a year each. The sixth and seventh alone require only half a year each. This arrangement of the studies, therefore, extends over nine years, which, added to the two elementary years imposed on a boy entering at seven years of age, will not allow him to complete his studies until he attains his eighteenth year, if he wishes afterwards to enter the Polytechnic institutes. The programme of this school is analogous to that of the Elberfeld school, but somewhat more extended. The number of hours per week devoted to the same subject in all the six classes is as follows :—

Religion	12	hours per week for the six classes.
German	27	„ „
Latin	42	„ „
French	31	„ „
English	17	„ „
History	16	„ „
Geography	12	„ „
Geometry	16	„ „
Arithmetic	25	„ „
Physics	8	„ „
Chemistry	10	„ „
Natural history	15	„ „
Drawing	17	„ „
Writing	7	„ „

It is evident from the above that in these schools the religious instruction given in previous years is carefully continued, and that the study of Latin and of the living languages occupies the greater part of the time. It is worthy of remark that more hours are allotted to the study of French than to that of German,

and nearly twice as many as to English. It will also be observed that this instruction has nothing technical or special to any particular branch of industry. It only imparts general and, for the most part, literary knowledge.

The division of the pupils into the different classes further shows that the number of those who go so far as the second class is barely one half that of the pupils of the third and fourth. Many leave school after these last-named classes to enter on the business of life when 14 or 15 years of age. As for the pupils of the first class their number is rarely above one-eighth or one-ninth of the fourth class. The numbers of pupils who attended the different classes in the winter and summer half years of 1862 were as follows:—

	Winter.	Summer.
First	12	10
Second (upper)	13	15
Second (lower)	30	38
Third (upper)	78	63
Third (lower)	77	82
Fourth	110	112
Fifth	94	95
Sixth (upper)	55	59
Sixth (lower)	53	59
Two elementary classes	214	201
Total number of pupils	736	734

Practical School of Wittstock.

This school comprises two elementary classes and six higher classes each requiring a year's study. The distribution of hours of lessons per week is regulated for the six higher classes very nearly in accordance with the general type already given, as will be seen from the following table:—

Religion	14 hours per week.
German	17 „
Latin	32 „
French	22 „
English	10 „
History	10 „
Geography	8 „
Geometry	16 „
Arithmetic	20 „
Physics	6 „
Chemistry	4 „
Natural history	8 „
Drawing	13 „
Writing	7 „
Singing	12 „

In this school, as in those already noted, the majority of the pupils leave after the third or fourth class. During the winter of 1860–61, the 247 pupils of the Wittstock school were thus distributed :—

First class	3	pupils.
Second	12	„
Third	27	„
Fourth	36	„
Fifth	43	„
Sixth	42	„
Two elementary classes	84	„
Total	247	„

Upper Middle-Class Schools (*Höhere Bürger-Schulen.*)

Besides the practical schools, properly so called, of which we have just described the object and organization, there are also in Prussia, as already stated, a certain number of schools of the same kind, but having a curriculum somewhat less developed, which retain the old name of *Höhere Bürgerschulen.* They are under the direction of the Ministry of Public Instruction. The education given is literary and scientific without any technical applications.

The number of the practical schools in Prussia (including the 21 upper middle-class schools) is 86. In 1864 they were attended by 20,732 pupils, taught by 987 professors. The total cost to the State was 635,785 thalers.

The Gymnasia.

These establishments, analogous to the French institutions for secondary instruction, are intended to give a classical education. The principles of religion, the German language, French, Latin, Greek, Hebrew, history, geography, elementary mathematics, physics, chemistry, singing, and gymnastics are comprised in the studies. Drawing is not included. Most of the pupils afterwards attend the universities. There are six classes, besides a preparatory school for the youngest and least advanced pupils.

The regulations forbid the admission to the sixth class of boys under nine years of age. Supposing, therefore, that a boy has not to go twice through one class, he may complete his literary studies by his fifteenth year, and be, at that age, admissible to the universities and polytechnic institutes. When the number of pupils in a class exceeds 50, it is divided into two. At the end of their studies the pupils who intend to enter the universities must undergo an examination, to obtain the necessary certificate of maturity. These examinations are very strict, and rarely more than half the pupils obtain the certificate. In 1862–63 the pupils

in the Elberfeld gymnasium were divided among the different classes in the following proportions:—

	1st Class.	2nd Class.	3rd Class (2 Sections).	4th Class (2 Sections).	5th Class.	6th Class.	Preparatory School.	Total.
Winter term	31	41	64	58	41	33	25	293
Summer term	31	36	59	58	43	38	25	299

Out of the 31 pupils of the first class, 14 only obtained the certificate of maturity, and of this number eight intended to devote themselves to theology, two to medicine, and two to law.

Polytechnic Institute.

The name of Royal Trade Institute (*Königliches Gewerbe Institut*) is given, at Berlin, to an establishment analogous, as to its object and the instruction given, to those which throughout Germany are called polytechnic institutes. The pupils are, according to the profession they intend to follow, separated into three divisions, viz.:—1, one for mechanicians; 2, one for chemists and metallurgists; 3, one for shipbuilders. The course extends over three years. The first three half-yearly terms are employed in general theoretical studies common to the three divisions. The number of pupils at the time of our visit was 350. The school fee is 40 thalers a year for the first and third division, and 50 thalers for the second division (chemists). But two-thirds of the pupils are admitted gratuitously, and some 20 of them receive also a grant of 200 thalers a year for their subsistence at Berlin.

The establishment has a staff of 22 professors, whose salaries are regulated according to the number of lessons they give per week, at the rate of 100 thalers the hour's lesson given per week. Thus, a professor who gives regularly ten lessons a week, in the course of the school year, receives 1,000 thalers. Owing to this low rate of payment, the majority of the professors are obliged to give lessons in other establishments in order to eke out their income.

Workshops in which artisans are employed in making and repairing models are open to the pupils; but they are seldom visited. Some few pupils, however, profit by them; but the majority of these are practical workmen. There are very complete and well-organized laboratories for the chemical pupils, large enough to accommodate from 45 to 50 at once. Tables with cupboards and shelves on which the re-agents are arranged receive each six pupils. Glazed and closed stoves, with gas-burners, sand-stoves, all well closed and ventilated, serve for evaporating.

Drawing is taught by the Dupuis method, that is, by habituating pupils from the very beginning to draw from models in relief. A workshop for modelling is annexed to the drawing class rooms, provided with a very fine collection of models of ornaments and of the plastic art. There is room for above 30 pupils, and the attendance is numerous.

A library of 100,000 volumes is open to the pupils, and to the public in general. There are also very complete collections of models of machines and of instruments used in the study of physics, all accessible to the pupils and to the public.

Every candidate for admission must not be younger than 17, nor older than 27. He must have a certificate of maturity from a practical school, a gymnasium, or a provincial industrial school.

The institute has a first division of general technical instruction, and a second division comprising the three specialties, mechanics, chemistry and metallurgy, and naval constructions. In the first division the instruction is purely theoretical. In the second, after the lessons, the pupils proceed to practical exercises in the class-rooms and laboratories. The duration of the studies in each division is a year and a half, and none can enter the second division without having attended all the courses of the first. Those pupils who intend to become shipbuilders must have worked at least six months in a building yard. Mechanicians are allowed, after completing their three years' studies, to remain another year in the workshops of the establishment.

The general technical instruction of the first division comprises the higher branches of arithmetic and algebra; spherical trigonometry with its applications; the differential and integral calculus; statics and analytical mechanics; the theory of the mechanical effects of heat; descriptive geometry with its practical applications; mineral chemistry; physics; general experimental chemistry; general course of construction; simple mechanics; free-hand drawing and modelling. In the second division the class of mechanicians is taught the theory of resistance of materials; the theory of vaults and of the stability of abutments and retaining walls; the motions of air and water in natural or artificial channels, hydraulics; the theory of heating apparatus; the general theory of machines, and of prime movers; mechanical and chemical technology; projects of machines, and the mathematical demonstrations of the essential principles of physics. The class for chemists is instructed in mineral, organic, technological, and metallurgical chemistry, mineralogy, physical geography; special study of machines and prime movers; projects of chemical works; and manipulations in the laboratory. The class for shipbuilders is taught the drawing of ships and parts of ships, construction, measurement and stability of vessels; hydrostatics; the theory of sailing and steam vessels in wood and iron.

On leaving, the pupils receive a certificate signed by the council of professors, stating their proficiency in their different studies. The school fee is 20 thalers per half year, and 45 thalers for those

who take part in chemical manipulations. The latter are also bound to pay for all breakages caused by their negligence.

Generally, all the information collected respecting the organization of instruction in Prussia shows that during the last forty years the Government has made the most liberal efforts to extend and diffuse the education required by the different classes of the community. Primary instruction has been made general and improved, the middle-class schools, the industrial schools, the special weaving schools, the practical schools, the schools of architecture, of mines, and of navigation, the gymnasia, the polytechnic institutes, and lastly, the universities, form a complete whole, amply sufficient for the present requirements of public instruction. Perhaps the grants made by the State have exceeded what was really necessary; but this redounds to the credit of the Government and of the ministers, who, as true friends to science and industry, have originated these measures.

REPORT ON THE ORGANIZATION OF TECHNICAL INSTRUCTION IN THE KINGDOM OF SAXONY.

General System of Instruction in Saxony.

Primary Instruction.—The principle of compulsory instruction appears to have been established in Saxony by the Elector John George in 1573, since which time it has been enforced with more or less severity. Its application is now regulated by the law of 6th June 1836, which requires the attendance at school of children of both sexes between the ages of six and 14 years. The expenses of the primary schools are defrayed in part by the school fees, from which the poor only are exempted, the deficiency being supplied by local taxation, and by grants from the Government in the poorer districts.

The annual sum contributed by the State is only 110,000 thalers, of which 52,000 thalers are given to the parish schools, and 58,000 for maintaining normal schools for teachers of both sexes. The primary schools of Dresden cost 99,000 thalers, 53,000 of which are obtained from the school fees, and the balance of 46,000 from the town.

Sunday Schools.—Besides the primary schools, every parish has its Sunday schools, and in the towns there are evening schools to complete elementary instruction. The subjects taught in these establishments are, the German language, drawing, the elements of geometry and mathematics, and in some cases the rudiments of physics and chemistry. The State grants to these schools amount to 12,000 thalers.

Apprentice Schools for Girls.—In the villages of the mountainous and poorer districts, apprentice schools for girls have been established in which lace-making, knitting, &c. are taught.

The parishes supply the premises, firing, and lighting; the Government pays the teachers, and also gives 4,500 thalers towards the other expenses. These schools are under the supervision of inspectors.

Instruction of Children who work in Factories.—Children cannot be employed in factories until they are 12 years old. Their employers are bound to allow them the time necessary for attending the primary school, or else to have a school on the premises as required by the provisions of the law of 6th June 1835. Children under 14 years of age must not be kept at work more than 10 hours, including the time allowed for meals.

Gymnasia and Practical Schools.—In large towns, such as Dresden, Leipzig, and Chemnitz, the gymnasia and the practical schools are exclusively local burdens. Other gymnasia have endowments of their own. The sum of 50,000 thalers voted in the educational budget is intended for the support of the gymnasia and practical schools of smaller towns, such as Zwickau, Freiberg, Zittau, Plauen, Annaberg, &c., 11 in number. Besides the 90,000 thalers inserted in the budget, the university possesses landed estates, endowments, and Government stock producing 80,000 thalers yearly, so that its total revenue is 170,000 thalers.

Technical Schools.—The special or technical schools, which are of recent foundation, and depend on the Ministry of the Interior, have no revenues of their own, and all their expenditure in excess of the school fees is paid by the State.

Relative Proportions of the School Fees and the Expenditure.—In general the school fees are very low, and, many pupils being exempted from payment, the amount covers but a small part of the expenses, as will be seen by the following table:—

——	Total Budget.	Amount of School Fees.	Proportion.
	Thalers.	Thalers.	
Polytechnic school	30,000	7,000	0·23
School of Arts and Trades	18,000	4,000	0·22
School of Fine Arts	22,500	1,500	0·07
School of Forests	16,500	4,500	0·27
School of Mines	14,800	1,200	0·08
School of Master Builders	—	—	—
School of Foremen	13,750	1,750	0·13

Schools for Master Artisans.—There are five schools for master masons and carpenters (*Baumeister*) maintained by the State. Their courses extend over three winter half-years. There is also a school at Chemnitz for foremen of mechanical engineering workshops and of spinning factories, the courses of which extend over three winter terms. There are also four schools for pilots and boatmen which are held from December to February; they are situated in small towns on the banks of the Elbe. The total cost of all these schools amounts to 14,500 thalers.

The Professional Schools are more advanced than the primary and Sunday schools: such schools of different degrees, beginning with those of the lowest order, and intended to impart the instruction necessary for overseers and foremen in workshops, have been established in several manufacturing towns. As examples of all these educational institutions a short description of several of the schools at Chemnitz is here given.

The Chemnitz School for Master Artisans (*Werkmeister Schule*).

This school is composed of three classes. In the year 1862–63 the subjects taught and the number of hours per week devoted to each were as follows:—

Subjects taught.	3rd Class.	2nd Class.	1st Class.
German language	4	—	—
Arithmetic and elements of algebra	7	—	—
Geometry	5	—	—
Free-hand drawing	4	—	4
Geometrical drawing	8	—	—
Elements of physics	4	—	—
Mathematics and mechanics	—	8	4
Description of machines and technology	—	6	6
Machine construction	—	2	2
Machine drawing	—	8	8
Building construction	—	4	—
Hydraulic machines (optional)	—	—	4
Book-keeping	—	—	2
Spinning and weaving (optional)	—	—	4

The teaching of arithmetic includes the elements of algebra. That of geometry, in addition to the elements, comprises its application to the making of plans, land surveying, and projections. In mechanics the gauging of watercourses and the construction of machines are taught elementarily and from an essentially practical point of view, with applications to the local manufactures. Free-hand drawing is taught by the Dupuis method, and by the execution of a great number of sketches. Under the head of building construction is included a special study of the details of framing, and of the execution of constructions in wood and iron.

The instruction being essentially technical and practical, appears to completely answer the end in view. In the year 1862–63 this school had 49 pupils and eight professors; among the latter were two doctors in philosophy, one of whom taught mathematics and was well able to adapt his lessons to the capacities of his pupils.

School of Builders (*Baugewerbe Schule*) at Chemnitz.

The object of this establishment is to give to persons employed in the building trade instruction in subjects bearing on that trade;

it is divided into three classes and the course occupies three years. Pupils to be admitted must have acquired mathematical knowledge as far advanced as that taught at the schools for master artisans.

The following is the list of subjects and the number of hours per week allotted to each :—

Subjects taught.	3rd Class.	2nd Class.	1st Class.
German language and literature	4	2	2
Arithmetic	7	—	—
Geometry and projections	5	2	4
Mechanics	—	4	2
Free-hand drawing	—	—	—
Linear and perspective drawing	4	2	2
General constructions.—Knowledge of materials	4	2	—
Architectural drawing	6	4	—
Drawing of ornaments.—Styles	2	4	4
Physics	4	—	—
Constructions.—Details	—	4	4
Projects of constructions	—	4	8
Drawing up of estimates	—	—	2
Modelling of voussoirs	—	—	6
Total	36	28	34

The number of pupils in this school in the year 1862–63 was 84, of whom 46 were in the first class, 21 in the second, and 17 in the third.

At the end of the courses there are examinations, and certificates of capacity are delivered to those who pass them satisfactorily. A careful examination of the programme shows that the technical instruction is given to a sufficient extent, and that the study of pure science is kept within proper bounds.

The Chemnitz Royal Upper Trade School (*Hohere Gewerbe Schule.*)

This establishment was authorized by a royal decree, dated 9th October 1862, to assume the above title. The teaching extends over three or four years, and is distributed in three special divisions.

The first A, relating to technical industries, is subdivided into two sections, of which the first, A^a, is devoted to the construction of manufacturing machines, especially those for spinning; the second, A^b, is intended for manufacturers whose business requires applications of chemistry and of mechanics. The studies of the A division occupy three years.

The second division, B, consists of pupils who require only a practical acquaintance with the chemical arts, such as dyers, soapmakers, printers in colours, &c. This division also has three years of study.

The third division, C, is intended for agriculturists, and the studies are completed in three years.

The following is the programme of the studies:—

Fourth class.—Arithmetic and algebra as far as equations of the first degree (four hours per week); plane geometry (four hours); physics (four hours), natural history (four hours); free-hand drawing, by the Dupuis method; linear drawing; German language (four hours).

Third class.—(Divisions A, B, and C.)—General chemistry (four hours in summer, six hours in winter); German language (four hours).

(Division A[a].)—Arithmetic and algebra to equations of the second degree; geometry; physics; descriptive geometry; free-hand drawing; commercial arithmetic.

(Division B.)—Mechanical technology; chemical manipulations.

(Division C.) — Arithmetic; geometry; physics; botany; zoology, mineralogy (four hours in winter); knowledge of machines and technology; drawing of machines, land-surveying, and plotting; commercial arithmetic, book-keeping, and correspondence; drawing of plans.

Second class.—(Divisions A, B, and C.)—German language and literature (four hours).

(Division A.)—Higher arithmetic and algebra; spherical trigonometry, analytical geometry; mechanics; machine drawing; descriptive geometry (four hours); practical geometry; land-surveying and levelling, with the actual use of the instruments in the field (half a day weekly); mechanical technology; mineral and technical chemistry, chemical manipulations, and the applications of chemistry to the industrial arts.

(Division B.)—Technical chemistry (six hours); manipulations (twelve hours); mineralogy, physical geogaphy, mechanical technology, and machine drawing.

(Division C.)—Physiology of plants (four hours in summer), physiology of animals (two hours in summer); practical agriculture (four hours); farm buildings; practical land-surveying, plotting, and levelling, with the use of all the necessary instruments; physical geography; agricultural chemistry; chemical manipulations.

First class.—Study of machines (eight hours); machine drawing (eight hours); mathematics (four hours); mineralogy, and physical geography; chemistry, technical, analytical, and theoretical; chemical manipulations (four hours); constructions (two hours); mechanical technology; French and English languages (each three hours per week); book-keeping and commercial correspondence (three hours); history and geography (three hours).

Attached to this establishment there is a drawing school for apprentices and workmen employed in the town. It is divided into two classes, which are held four hours weekly.

Practical Schools.

The schools thus designated in Saxony are like those in Prussia, devoted chiefly to teaching the mathematical and physical sciences,

drawing, and the living languages (German, French, and English); but little time is given to Latin, and Greek is altogether excluded. The curriculum is well adapted for preparing pupils to enter the polytechnic institutes.

The present organization of these schools, which all depend on the Ministry of Public Instruction, was fixed by a royal decree dated the 2nd July 1860. The director and professors of each school are appointed by the minister, and a regular system of inspection is established. Pupils are not admitted under 10 years of age, and they must have acquired the instruction given in the primary schools. The pupils are divided into six classes; as a general rule, the number in each class must not exceed 40.

There are two examinations yearly at Michaelmas and Easter; the former is not public, being merely intended to stimulate the zeal of the pupils, and determine their place in the classes. The examinations are both oral and written, the former being a general repetition of what has been taught during the half-year.

The written tests for the first class are:—1. A composition in German. 2. A composition in French; (The subject for these compositions is communicated a fortnight beforehand.) 3. A translation from German into English. 4. A translation from German into Latin. 5. The solution of a geometrical problem. 6. The solution of an arithmetical problem. 7. The solution of a problem in physics. For each of the first five tests the pupils are allowed three hours, under the supervision of a professor. Prizes are given to the most deserving.

The vacations are a fortnight at Easter, three weeks at Whitsuntide, and a week at Michaelmas. The following table shows the number of hours devoted per week to each subject of instruction:—

Subjects of Instruction.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.
	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.
Religion - -	2	2	3	3	4	4
German - -	3–4	3–4	3	4	4	4
Latin - -	3	3	3	3	4	6
French - -	4	4	4	7	6	–
English - -	3	3	4	–	–	–
Geography -	2	2	2	2	2	2
History - -	2	2	2	2	2	2
Natural history -	1	1	2	2	2	2
Physics - -	2	3	2	–	–	–
Chemistry -	3	2	–	–	–	–
Arithmetic -	1	2	2	4	4	4
Algebra - -	3	3	3	–	–	–
Mathematics -	3	3	3	2	–	–
Drawing - -	2	2	2	2	2	2
Caligraphy -	–	–	–	1	2	2
Singing - -	1	1	1	1	1	1
	35–36	36–37	38	38	33	29
Gymnastics -	2	2	2	2	2	2

At the close of their studies pupils may present themselves to be examined in order to obtain a certificate of maturity. The Board of Examiners is composed of the director, and all the professors of the subjects in which the examination is held, and is presided over by a Commissioner appointed by the Minister of Public Instruction. To be admitted, a pupil must have attended the lessons of the higher class of a practical school; young men educated in other establishments or at home must produce certificates of study.

The examination is gratis for pupils of the school where it is held; all others have to pay a fee of six thalers whether successful or not. It consists of written and oral tests; the written, which come first, consist of—1. A composition in German. 2. A composition in French. 3. A translation from German into English. 4. A translation from German into Latin. 5. A problem in plane and solid mensuration. 6. A problem in trigonometry. 7. A problem in algebra. 8. A problem in physics. The subject of the German composition and the problems are chosen by the directors, and that of the German is given a week beforehand, and the pupils have to certify that the composition is their own production. All the other papers are worked in the establishment under the eye of a professor, and four hours are allowed for each. The examination papers are corrected and marked by the respective professors, and then submitted to the director and the whole professorial body.

The oral examination lasts one day at most, and is not public. The notes affixed to each paper are: 1, excellent; 2, good; 3, sufficient; with intermediate notes of "very good" between 1 and 2, and "pretty good" between 2 and 3. The certificate awarded contains a list of all the subjects in which the pupil has been examined, with one or other of the above notes appended to each. If a candidate fails he may remain another year in the school, but after a second failure he cannot present himself again. Any fraud in the examinations is punished by immediate exclusion, and if not discovered till after a certificate has been given it is annulled, and the professor of the culprit is compelled to bring him up for a fresh examination.

Practical School of Neustadt.

This school is one of those which have the right to grant certificates of maturity. The director is the head professor of the first class, and the vice-rector of the second. There are 17 professors. The 1st class contains 22 pupils; the 2nd, 34; the 3rd, 60; the 4th, 79; the 5th, 69; the 6th, 49; making a total of 313 pupils. At the examination in March 1863, 11 pupils obtained certificates of maturity.

Dresden Polytechnic Institute.

This establishment, founded in 1828, underwent successive changes in its organization and system of teaching in 1832 and

1855, in which last year it was definitively constituted on its present footing, and, finally, a decree of 31st July 1863 regulated its curriculum as hereafter explained. Its object is to train engineers for the service of the State, mechanical engineers, masters and managers of factories, and also professors for teaching the sciences. The pupils are divided into four special divisions, corresponding to the career they intend to follow. Division A,—for pupils who are destined to become manufacturers, directors of factories, mechanical engineers, or professors of mechanics. Division B—for engineers of roads, railways, bridges, hydraulic works, and the Government survey. Division C—for the masters or managers of industrial establishments in which the chemical arts prevail. Division D—for pupils who wish to become professors of mathematics, natural history, and technical instruction.

It will be seen from this classification of the pupils that the Dresden Polytechnic Institute, besides training engineers for the public service and the industry of the country, also undertakes to educate professors, and thus presents the twofold character of a technical school and a normal school for this department of education. The latter object is of considerable importance inasmuch as these future professors, being trained by masters who themselves treat of the application of the sciences to arts and manufacturers, can more easily adapt themselves to the peculiar conditions of this kind of instruction than those who receive a university education. The latter may, perhaps, be more profound, but teachers trained under it are, for that very reason, often induced to employ methods of a scientific order too high for the majority of the pupils, and requiring more time than is really necessary. The instruction is divided into general and special courses. The former comprise three half-yearly terms, beginning at Easter, the second occupy three years. The general courses comprise the study of the following subjects :—

First half year.—Repetition of elementary mathematics. Spherical trigonometry. General physics and chemistry. Projections : Drawing of plans. German literature and language.

Second and Third half years.—Analytical geometry. Mechanics. General chemistry. Physics. Constructions and drawing of ditto. Projections and perspective. Land-surveying and plotting. German language and literature.

To be admitted to these general courses, the candidate must produce a satisfactory certificate from one of the practical schools of the kingdom, or from one of the third class of the Chemnitz Industrial School. Candidates who do not hold these certificates must prove that they are 16 years of age, and undergo an examination to show that they have received a sufficient preparatory education. Pupils who do not absolutely fulfil these conditions may be admitted provisionally for half a year.

The special courses of the first year are as follows in the different divisions :—

Division A.—*Mechanicians, &c.*—Higher mathematics. General mechanics. Special mechanics. Composition and projects

of machines. Technical mechanics. Materials. Mineralogy. Knowledge of stones. Architectural drawing. History of literature.

Division B.—*Engineers of Roads, &c.*—Higher mathematics. General mechanics. Technological mechanics. Mineralogy and knowledge of stones. Measuring of artificers' work. Land-surveying and topographical drawing. Details of constructions. Architectural drawing. History of literature.

Division C.—*Chemical Arts and Industries.*—Higher mathematics. General mechanics. Technological mechanics. Mineralogy and knowledge of stones. Technological chemistry. Theoretical chemistry. Chemical manipulations. Architectural drawing. History of literature.

Division D.—*Teachers, &c.*—Higher mathematics. General mechanics. Technological mechanics. Mineralogy and knowledge of stones. Measuring. Theoretical chemistry. Chemical manipulations. History of literature.

The course of higher mathematics is compulsory only on those pupils who have the intention of subsequently following the special courses of the second and third year. This exemption might also, we think, be very properly accorded to the pupils destined to follow the chemical arts. It would seem that in many cases the higher mathematics and general mechanics might be advantageously replaced by a simpler instruction, though one quite as accurate.

After the first year's studies, the pupils of the A division (mechanicians) are advised to pass two years in a workshop as apprentices, if they have not done so before entering the institute. They ought afterwards to return to go through the studies of the second and third year; but in practice very few of them do so. Some of them have partly forgotten, others are content with what they learned during the first year; and this is an additional reason for regretting that the teaching of mathematics and mechanics is not more elementary during that year. It is, however, right to add that the pupils who have the resolution to return, after two years' practical occupation in workshops, evince great firmness of purpose and zeal in their professions; and, when thus prepared by theoretical and practical studies, they cannot fail to become distinguished engineers. The truth of this conclusion is abundantly proved by the success of the pupils of the Schools of Arts and Trades who complete their studies at the Central School in Paris.

During the month of September which precedes the resumption of studies after the vacation, the pupils of the A division (mechanicians) are expected to frequent workshops and to familiarize themselves with the working of steam engines and machinery; those of the B division (engineers) are engaged in topographical surveys and making of plans.

The subjects of instruction for the second year are distributed as follows:—

Division A.—*Mechanicians.*—Analytical mechanics. Resistance of materials. Hydraulics. Studies of machines. Project

of a machine. Technological mechanics, spinning, and weaving. History of literature.

Division B.—*Engineers of Roads.*—Analytical mechanics. Resistance of materials. Hydraulics. Roads, railways, hydraulic constructions. Project of a building. Mensuration. Topographical drawing. Physical geography. History of literature.

Division C.—*Chemists.*—Technical chemistry. Theoretical chemistry of elements. Chemical manipulations. Physical geography. Technological mechanics. History of literature.

Division D.—*Professors.*—Analytical mechanics. Resistance of hydraulic materials. Mensuration. Physical geography. Theoretical chemistry. Chemical manipulations. Experiments in physics. History of literature.

The courses of the third year are :—

Division A.—*Mechanicians.*—Higher mathematics. Study of machines. Projects of machines and factories. Theory of heat. Technological mechanics. Corn-mills, paper-mills, &c. Political economy. Elements of natural philosophy.

Division B.—*Engineers of Roads.* Higher mathematics. Theory of electricity. Construction of bridges. Projects for works of art. Mensuration. Road works. Political economy. Elements of natural philosophy.

Division C.—*Chemists.*—Technical chemistry. Elements of theoretical chemistry. Chemical manipulations. Technological mechanics. Political economy. Elements of natural philosophy.

Division D.—*Professors.*—Higher mathematics. Exercises in mathematics. Theory of heat. Theory of electricity. Chemical manipulations. Mensuration. Theoretical chemistry. Studies in practical chemistry. Political economy. Elements of natural philosophy.

After the vacation, in the month of September preceding the resumption of studies for the third year, the pupils of the A division (mechanicians) have to visit workshops, admission to which is procured for them, and the pupils of the B division (engineers) have to take plans.

It is a matter of regret that, during the vacation, the mechanicians are not obliged to take plans of manufacturing works, with sketches, drawings, and observations, like the pupils of the School of Metz and those of the French School of Mines. This is a most useful exercise, and a good preparation for the drawing up of projects.

Besides the compulsory courses for each special division there are others which are optional relative to legislation, heating apparatus, book-keeping, commercial arithmetic, the rules of exchange, stenography, and the French and English languages. The projects drawn up by the pupils for manufactures or constructions appertaining to bridges and roads are carefully studied, and all the principal parts drawn to scale. The chemical laboratory, though rather small, is well arranged to accommodate from 25 to 30 pupils. The collections of models are rich and numerous. Models of machines, bridges, carpenter's work, canal locks, looms,

and specimens of raw materials, of various products, of mineralogy, &c., are at the disposal of the professors for their lectures. The line drawings, simple and clear, are also very useful to the pupils. The principal periodicals treating of the sciences are placed for three months at the disposal of the professors, and are then deposited in the library, which contains from 8,000 to 10,000 volumes. The linear drawing, though correct, is wanting in neatness and purity of the lines ; but the choice of subjects seems very judicious.

At the end of each half year for the general courses, and of each year for the special divisions, certificates are delivered to the pupils, showing the result of their marks and the merit of their works. Those who have completed the three years' studies of the Divisions A and B, may present themselves for examination, and if they pass satisfactorily they receive a certificate of maturity which qualifies them for the examinations for admission to the public services As regards the pupils of division D (teachers), the certificate of maturity exempts them from the examination for the mathematical sciences, for natural history, and even for Greek, required by the universities to be admitted as professors of mathematics.

At Easter 1863, there were at the Dresden Polytechnic Institute :

		Pupils.
At the general courses - - - -		97
At the special courses A, B, C, D	of the 1st year	47
	of the 2nd year	36
	of the 3rd year	29
At the modelling school annexed - -		15
At the various optional courses -		17
Total -		241

Free auditors are also admitted to the separate courses. Pupils usually enter the Polytechnic Institute between 16 and 18 years of age. Saxon subjects pay a school fee of 40 thalers, and foreigners 60 thalers. The total budget of the institute amounts to 30,000 thalers, of which about 10,000 are derived from the fees, and the rest is supplied by the State. The conditions of admission to the general courses are a certificate of satisfaction delivered by a practical school, or on leaving the third class of the Chemnitz School. The institute has 23 professors, whose salaries range from 500 to 2,000 thalers, according to the importance of their courses and their length of service.

Annexed to the Dresden Polytechnic Institute, but established in a separate building, is a Modelling and Drawing School. It is placed under the direction of an artist who has resided several years in Paris, and follows the method of the late M. Dupuis. He begins by setting his pupils to draw simple blocks of wood, alone or grouped ; next, geometrical solids, and plaster casts of relievos and statues ; and lastly from nature ; then his pupils proceed to make models in clay and plaster. The pupils of this school who have become adepts in modelling, easily find employment in iron or brass

foundries, or in supplying models for sculptors in wood and stone. Those who devote their attention to the invention of designs for textile fabrics are not so fortunate. This school has a very good collection of plaster models of all kinds.

Admission of Engineers to the Public Services in Saxony.

All engineers desirous of entering the public services must undergo an examination before a Royal Commission of ten members appointed by the Minister of the Interior and of Finance, and must produce certificates showing that they are proficient in all the matters taught in the upper courses of the Dresden Polytechnic School, that they know the French and English languages (or one of them at least), well enough to understand scientific works written in them. They must also prove that they have been practically engaged in the exercise of their profession for three years at least. The diplomas granted relate to four departments: 1. surveying; 2. bridges and roads; 3. machines; 4. architecture. The examination consists in the first place of a composition in drawing involving the application of all the sciences required for the particular department, and must be accompanied by an explanatory text, to show the candidate's command of the German language. If this first test of the candidate's abilities be passed satisfactorily, a *vivâ voce* examination follows, which consists in discussing his composition and replying to all objections made against it. He has also to answer questions on the branches of the public administration and on the decrees and laws concerning its organization. If the candidate is again successful, he is entitled to demand from the Ministry of the Interior and of Finance, a diploma conferring, according to the department he has chosen, the title of Surveyor of the 1st Class, or Engineer of Bridges and Roads, or Civil and Mechanical Engineer, or lastly, of Architect. The fee for the examination and the diploma is in all 10 thalers. The diploma thus obtained does not gives its holder any claim on the Government for actual employment, but merely proves his fitness for it, in case his services should be required.

General Summary of the Educational Establishments of Saxony.

The system, the principal elements of which have just been sketched, constitutes a complete system of studies in which every class of pupils can find the kind of education adapted for them.

For a population of 2,123,428 souls there are in all 2,016 primary schools, or one for every 1,053 inhabitants; 2,016 Sunday schools, to continue the work of the primary schools; schools for children employed in factories; six schools for master artisans; one school for builders; four schools for boatmen and pilots; industrial schools; apprenticeship schools for girls (weaving, embroidery, lace-making, &c.); gymnasia; practical schools; one polytechnic institute with its special school of drawing; the University of Leipsic.

It is easy to see that a country where a plan of education is thus organized so as to meet all the requirements of its intellectual and industrial activity, and which has a fertile soil containing great mineral wealth, cannot fail to possess all the elements of prosperity.

The kingdom of Saxony, owing to the fortunate conditions in which it is placed, being free from the necessity of maintaining a large army, and having enjoyed for 50 years past a profound peace, scarcely disturbed by the events of 1848, presents the somewhat unusual spectacle of a State which, without neglecting any of the modern improvements, is able to reduce taxation even while augmenting the salaries of its public functionaries. The total expenditure of the kingdom amounts to 10,500,000 thalers; of this sum the army takes 2,250,000 thalers, or 0·214 of the whole budget; and public instruction of all kinds 392,000 thalers, or 0·037 of the whole.

All the educational establishments and the expenditure consequent thereon are divided between the three following ministries :—

Ministry of Public Instruction.

Primary instruction	52,000	280,000 thalers.
Normal schools	58,000	
Deaf and dumb schools	30,000	
Gymnasia and practical schools	50,000	
Universities	90,000	

Ministry of the Interior.

Polytechnic institute	23,000	86,000 thalers.
School of arts and trades	14,000	
Special schools	28,000	
Fine arts	21,000	

Ministry of Finance.

School of mines	12,000	26,000 thalers.
School of forests	14,000	
Thalers		392,900

SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS OF THE AUSTRIAN EMPIRE.

Education in the Austrian Empire is carried on in four principal classes of schools :—

1. The primary schools (*Volkschulen*), or lower and higher elementary schools, and the middle class schools (*Bürgerschulen*). To this group belong the infant schools, asylums for the deaf and dumb and for the blind, orphanages, and schools conducted by religious corporations, as well as the normal schools for teachers of both sexes.

2. The Middle or Secondary schools (*Mittelschulen*), for literary, scientific, and industrial education, such as the Gymnasia and the practical schools (*Real Schulen*).

3. The higher schools, and especially the universities and technical institutes. To the former are attached the theological and law schools, and the schools of surgery and obstetrics, where technical instruction is given.

4. The special schools :—for the military service ; for the naval service ; for industry, commerce, and navigation ; schools of agriculture, forests, and mines ; schools for instruction in the fine arts. The Oriental Academy is classed under this head.

Primary Schools.—These are generally intended for children from six to sixteen years of age ; they are classed as public and private schools. The former, founded and directed by the State, can grant certificates of studies ; the latter, can only be established with the permission of the Government in large towns, and must obtain a special permission to grant certificates.

The elementary or primary schools are subdivided into :—lower elementary schools, with three classes ; higher elementary schools, with four classes ; and middle class schools (*Bürgerschulen*), with six or seven classes.

The first give only that degree of instruction which, according to the Government regulations, every child ought to possess, viz. : religious instruction, reading, writing, arithmetic, singing, and for girls the kinds of work proper to their sex. In learning to read, the pupils are to be taught the more important facts of the natural sciences. As additions to the above, the children may be instructed, according to the locality, in pruning, managing bees, rearing silkworms, gardening, &c. The laws of the State render primary instruction compulsory. Primary schools must be established wherever needed. A very large portion of the empire is already well provided in this respect ; and in other parts, especially the east and south, they are to be founded in sufficient numbers so that the law on compulsory education may be strictly enforced.

The higher primary schools continue and complete the education received in the lower; they teach a second language of the

empire, (in some places a third,) and drawing. They prepare pupils for the middle schools. As a general rule there are schools of this kind in every town of 3,000 inhabitants, but attendance is not everywhere enforced.

The middle class school (*Bürgerschule*) is composed of the primary school and of two, and frequently three, practical (*real*) classes in subjects the knowledge of which is necessary for the petty industries of towns and rural districts. The practical classes are organized like the lower classes of the practical schools (*Realschulen*), and to this extent resemble the middle schools, from which, however, they are distinguished because they give a less scientific instruction and have chiefly in view the most ordinary applications, as the majority of the pupils on leaving the middle class school enter upon practical life. It is for this reason that the Government allows the practical classes in the *Bürgerschulen* to be organized differently according to the requirements of local industries, and even to add several years of industrial instruction in a special direction. These middle class schools are found in most of the towns containing 6,000 or 7,000 inhabitants, but attendance is not compulsory.

High Schools.—Under the designation of *Hauptschulen* (high or principal schools) there are in Austria a number of institutions for continuing the education which both boys and girls have received at the primary schools. They are further instructed in religion, in the German language, reading, writing, and arithmetic, with some notions of history, geography, natural history, the elements of drawing and of singing. These schools have three classes, and suffice to prepare children for entering on the humbler employments in trade or for admission to the real schools.

The only special instruction given to girls consists in ordinary needlework. It is much to be desired that the schools of this kind, which, like the Evangelical School of Vienna, are annexed to the practical schools, should take greater advantage for girls, as they do for boys, of the means for industrial instruction possessed by those establishments.

Special Primary Schools.—This designation is given to schools established in factories, to institutes, and schools for the deaf and dumb and for the blind, also to the work schools for girls.

In all these schools religious instruction is given for each communion according to its rules. The mother tongue of the children is that in which the instruction is given; there are consequently 19 different idioms used for this purpose, as will be seen further on. The establishment of distinct schools for the sexes is the general rule, and it is observed whenever the local resources allow of it. The middle class schools are for boys only.

Primary Improvement Schools (*Werktags and Fortbildung Schulen*).

Every primary school is at the same time a week-day and a Sunday school for continuing the instruction. The week-day schools

(*Werktags schulen*) hold classes from four to five hours, and the Sunday schools from two to four hours.

According to the regulations, which render primary instruction compulsory, every child who does not receive at home, or in a private school, the instruction required, must attend the public primary school on week-days from six years of age till 12, and when, on leaving the primary school, he does not enter a higher school, he must, until 15 years of age, attend the Sunday school, the object of which is to improve and extend the instruction of boys and girls in the knowledge required for the business of practical life. The teaching is the continuation and the complement of that given in the week-day school. The primary and upper middle class schools have Sunday schools divided into several classes, according to the proficiency of the pupils. Instead of Sunday schools, in some localities, there are evening schools.

In these schools the professors are expected to give their teaching a demonstrative character, and are allowed every latitude within the limits of the programme adopted by the Government. All the reading and other books are chosen by the Government, and in the middle class schools alone are the professors allowed to introduce other works. The regulation books are printed at the expense of the Government, which supplies them at cost price. Nearly one fourth of the copies are distributed gratuitously to the children of poor parents.

Normal Training Schools (*Lehrerbildungs-Anstalten*).

Special establishments for training teachers of primary schools exist in all parts of the empire, for the different religious communions and the different languages. These institutions are in direct relation with the model schools. The duration of the studies is two years. Candidates must be at least 16 years of age, and must have followed a complete course of studies in a middle class school or a practical school for boys, or in a higher primary school (*höhere töchterschule*) for girls. There are also Government institutes (*Staats institut*) amply endowed, where a limited number of the daughters of functionaries and officers are educated, at the expense of the State, to become teachers in the upper classes of society. Paying pupils are likewise admitted; the pupils are received at eight years of age and stay till they are 20.

The courses for training teachers for the middle class schools occupy two years, but no pupils are admitted without first passing through a higher practical school. For the improvement of teachers already in practice, there are numerous libraries and conferences of masters established at the instance and under the direction of the district inspectors.

Position of Teachers.—In the country districts the schoolmaster generally holds some office connected with the Church. The masters of the lower primary schools have, on the average, a salary of

250 florins, besides lodgings and other emoluments, such as the use of a garden or field, contributions in kind, &c. In the higher primary and middle class schools the salary varies from 300 to 800 florins besides certain advantages of position. In addition, every schoolmaster has the right to give private lessons in his leisure hours.

All the schoolmasters hold their office, either directly from the Government or from municipal bodies under its sanction and supervision. Although they are not considered as Government functionaries, they enjoy some of the privileges attached to that quality, and hold a social position in keeping with the importance of their duties. They cannot be dismissed without the consent of the Government.

Expenses of the Schools.—The schools are supported by the Government and the townships. The State entirely maintains the normal schools for teachers. It also finds all the funds for several of the higher primary and middle class schools which are the centres of instruction in extensive districts, and likewise a number of institutions for the blind as well as the deaf and dumb. It makes grants for founding new primary schools when the localities cannot raise sufficient funds. The founding of primary schools is compulsory by law and they are regarded as local establishments; for all that concerns religion they depend on the religious communities.

One of the principal resources of the schools is the patronage, which in general falls to one of the large landowners, who usually exercises it in virtue of contracts and donations. These patronages are for the most part attached to lands belonging to the State, to private individuals, to religious endowments or to Church property. Lastly, the schools derive considerable sums from the fees paid by the children of well-to-do families. The poor pay nothing, and there are no schools especially for them. The fee varies, according to the class of the school and the proficiency of the pupil, from 1 to 4 florins a year, and even more.

Trade Schools (*Gewerbeschulen*) for Apprentices and Workmen.

The schools, which are known in Prussia and great part of Germany by the name of Improvement Schools (*Fortbildungschulen*) are in Austria called Trade Schools (*Gewerbeschulen*), or industrial schools. The confusion which these different significations of names may cause, ceases when we examine the object, the conditions, and the nature of the instruction given in these establishments. Their creation in Austria, and in Vienna especially, dates only from the year 1857, when the Industrial Society was formed, with the approbation of the Government and the assistance of the municipality.

The members of this society imposed on themselves, in principle, the obligation of sending their apprentices, during the last year at least of their time, to follow the classes, which, under the title of *Gewerbeschulen*, should be opened in the practical schools

of the State or those of the town, and also to pay a subscription in proportion to the importance of their establishments, even when they had no apprentices. This voluntary contribution is fixed at four kreutzers per florin (or one-fifteenth) of the taxes paid. On the other hand, it was decided that the apprentices should attend these classes during their last year, or in default should not be regarded as having finished their apprenticeship.

The teaching in each of these schools is under the supervision of the director, and is given by the professors of the practical school to which it is attached. The latter receive an addition to their salary in proportion to the number of hours' lessons; if one of the professors be unable to undertake this additional work, the director appoints another person in his stead.

In 1861, owing to the efforts made by the Chambers of Commerce and the manufacturers, there already existed in the suburbs of Vienna five of these schools annexed to the practical schools of Gumpendorf, Wieden, Landstrasse, Jägerzeile, and Schotenfeld, as well as a school of weaving (*Weberschule*) at Gumpendorf, and a practical school of building. They have the use of the premises, collections, and teaching appliances of the practical schools without any expense; but the models of a more technical kind required are purchased with their own funds.

The instruction is divided into an elementary section having two classes, and several sections relating to different industrial specialties. In the elementary section theoretical instruction is given and the pupils are practised in the art of drawing, with especial adaptation to the future career of each. In the special sections, the knowledge acquired is applied to the branches of industry chosen by the pupil. The organization of the specialties must be adapted, in every district, to the requirements of the local industries. The specialties of the Gumpendorf school are therefore principally those necessary for weavers, workers in silk, ribbons, trimmings, dyeing, &c. The school of Wieden has specialties connected with machinery, and such trades as brass-turners, joiners, bookbinders, workers in copper and bronze, founders, &c. In the Jægerzeile school the courses will bear chiefly on the building trades. The number of hours is nine and a half during the week, partly after half-past six in the evening, and partly on Sundays in the forenoon. No class must exceed 50 pupils; if there are more, it must be divided into two. In the first class of the elementary section the time allotted to the different lessons is as follows:—

	h.	m.
Religion	0	30
German language	2	0
Arithmetic	2	0
Caligraphy	1	0
Drawing	4	0
Total	9	30

The following is the allotment of time in the second class of the elementary section,—

	h.	m.
Religion	0	30
German, exercises in style and commercial correspondence	1	0
Arithmetic and mensuration	1	0
Elements of physics	2	0
Geography	1	0
Drawing, geometrical and free-hand, projections, drawing of figures and ornament, and modelling	4	0
Total	9	30

By this arrangement a single pupil attends, including the three kinds of drawing, 17½ hours instruction per week at most.

In the special sections the lessons are thus distributed:—

	hours.
Industrial drawing	4
Architectural drawing, estimates	4
Drawing of machines, mechanics, study of machines	4
Modelling, and drawing from the round	4
General chemistry	1
Study of raw materials	1
Commercial book-keeping, &c.	1
Applied mechanics	1
Applied chemistry	1
Total	21

In the two elementary sections, the instruction is compulsory for all the courses. In the special sections, on the contrary, the choice of courses is left to the pupils.

The school year commences on the 1st of October and ends on the 31st of July. At the end of the year the pupils receive certificates giving an account of their behaviour, application, and progress in the different branches. A pupil who is compelled by the force of circumstances to leave the school before the end of the year, may exceptionally, in certain cases, receive a certificate of attendance, and even be authorized to present himself at the examinations which close the year. The most proficient pupils receive as prizes silver or bronze medals, or honourable mentions.

The director of the practical school, to which the school for

apprentices is annexed, is the principal manager. He, however, shares this authority with a delegate of the Industrial Society. They both endeavour to introduce into the teaching all the improvements required by the necessities of the local industries as indicated by the presidents of the industrial associations which patronize the schools. The instruction, as already stated, is given by the professors of the corresponding courses of the practical school (*Realschule*), provided that the professors have sufficient time at their disposal and are satisfied with the payment offered. When any professor declines to undertake a course in the apprentice school, the director has to look for a teacher elsewhere. For the technical instruction, the director may, with the authorization of the municipal authority, admit as professors either manufacturers or foremen, who, in everything connected with the teaching, will be under his orders. For the purchase of apparatus and all things necessary for consumption and use, there is a yearly budget placed at the disposal of the director in concert with the professor of the specialty concerned. A further account of this arrangement is given hereafter.

The general management of the trade schools of Vienna is entrusted to a council composed of the presidents and vice-presidents of the chambers of commerce and manufactures, of the representatives of the province and city of Vienna, of the president of the committee of each school, and, lastly, of members of the chambers of commerce elected for the purpose. This council meets on certain days in general assembly, to ascertain, in the presence of the directors, the state of the schools and to deliberate on the means of extending their usefulness.

Every member of the Industrial Society for promoting the establishment of schools, whether he have apprentices or not, is bound to pay a contribution calculated on such a basis that the total, with the addition of sundry subventions, will cover the whole probable expenses of the school during the current year. By so doing, he has the right to send his apprentices (if they have received the proper elementary instruction) to the school, without any further payment, except for writing and drawing materials. Apprentices after becoming journeymen cannot continue to attend the school without payment of the regular fees.

Trade School for the Improvement of Apprentices and Workmen at Prague.

Thirty years have elapsed since the Industrial Society of Bohemia (*Gewerbs Verein von Böhmen*) founded a school of drawing and modelling in plaster, rightly thinking that the art of drawing can best instruct workmen, and impart to them an abundant store of useful and scientific knowledge with which no other means could so easily familiarize them. At a later period this society was anxious to give greater extension to its scientific instruction, but was long unable from want of funds, and has only lately succeeded in carrying out its projects. An eminent

engineer, who had carefully studied the organization of industrial education in France and other countries, was engaged to draw up a plan of studies for the school intended for workmen. This plan, published under the title of *Draught of Statutes for the Manufacturers' and Tradesmen's School of Prague*, was submitted to the Diet of Bohemia and to the council of the town, and was adopted by them. The town provided a building for the establishment, as well as the furniture, and a yearly grant of 1,500 florins, the Diet voted 2,000 florins, and the Industrial Society engaged to give another 2,000 florins. The school, therefore, has a fixed income of 5,500 florins. The immediate superintendence of the school is entrusted to a council of three members elected by the Diet, three members of the municipal council, and three members of the Industrial Society.

The school was opened in 1863. The pupils are taught through the medium of both the German and the Bohemian languages, which in some cases renders two professors necessary for the subjects. The professors, who are nearly all attached to the professorial staffs of the two higher practical schools of the town, are 16 in number.

The plan of studies for the year 1863–64 is as follows :—

- **Sunday.**
  - From 8 to 9 a.m. - Technology.
  - From 8 to 10 p.m. - Practical weaving.
  - From 10 to 12 a.m.
    - Exercises in linear drawing.
    - Exercises in free-hand drawing.
    - Drawing of machines.
    - Free-hand drawing of ornament.
  - From 2 to 4 p.m. -
    - Exercises in linear drawing.
    - Exercises in free-hand drawing.
    - Drawings for construction of buildings.
    - Free-hand drawing of ornament.
- **Monday evening.**
  - One hour - -
    - Lectures on machines.
    - Chemistry.
  - Two hours - -
    - Natural history.
    - Algebra and geometry.
  - Two hours -
    - Drawing for construction of buildings.
    - Modelling.
- **Tuesday evening.**
  - One hour - -
    - Arithmetic.
    - Art of construction.
  - Two hours - -
    - Written compositions and style.
    - Chemistry.
  - Two hours - -
    - Drawing of machines.
    - Modelling.
    - Drawing of patterns.
- **Wednesday evening.**
  - One hour - - Algebra and geometry.
  - Two hours - -
    - Lectures on machines.
    - Art of construction.
    - Lessons in ornamentation.
  - Two hours - - Drawing of patterns.

Friday evening.	One hour	Physics and mechanics.
		Technology.
	Two hours	Lectures on machines.
		Art of construction.
		Modelling.
Saturday evening.	One hour	Geography.
		Natural history.
		Lectures on machines.
	Two hours	Arithmetic.
		Book-keeping.
		Physics and mechanics.
	Two hours	Modelling.

These lessons are given in the different class-rooms of the practical school of Prague.

In winter evening classes are held from half-past six to half-past eight, and in summer from seven to nine o'clock. The lectures and drawing relating to the building arts end at Easter, those for other industries last from the beginning of October to the end of July. Candidates for admission to the preparatory school must be able to read, write, and calculate; and to attend the courses of the special divisions they must produce a certificate of capacity from the preparatory school, or from a lower real school. The fee is half a florin a year for each course attended; it is paid half-yearly, and in advance.

The technical and practical teaching is distributed into five principal divisions, according to the branches of industry in which the pupils are engaged.

The first is the school for the building trades, for masons, stone-cutters, carpenters, joiners, &c.; the instruction includes geometry, the elements of algebra, the art of building in general, drawing for building and modelling, notions of physics and mechanics, the effects of heat; these studies require two winter half-years. The second is the school for the construction of machines; for smiths, mechanicians, conductors of machines, coppersmiths, modellers, joiners, &c.; they are taught geometry, the rudiments of algebra, the elements of physics and mechanics, the description and study of machines, and also drawing; these studies require two years. The third, or chemical school, is for dyers, brewers, tanners, soapboilers, &c.; the lectures treat of general chemistry and chemical technology. The fourth is the school for weaving and spinning; here the pupils are taught practical weaving, the calculations relative thereto, the preparations of the cards, taking out of patterns, &c. The fifth, or school of industrial art, is intended for manufacturers of porcelain and earthenware, glass blowers, goldsmiths, confectioners, &c.; the instruction consists of drawing and modelling.

At the close of the courses there are examinations, after which certificates of capacity are given to the deserving, and the two pupils at the head of each division receive prizes. The number of workmen who attended the Prague school in 1863–64 was 762, of whom from 15 to 20 per cent. were Germans, and the rest Bohemians.

The expenses of the school amount yearly to the following sums:—

	Florins.
Salaries of professors	2,380
Teaching of drawing and modelling	1,620
Collections	700
Direction and service	520
Warming	280
Lighting	400
Total	5,900

Of this total the fees paid by workmen produced only 1,000 florins, about one-sixth of the cost. The rest was covered by donations and subscriptions. Drawing is taught, as in the practical schools of the same town, by means of models in relief, almost precisely the same as by the Dupuis method.

Besides these trade schools established in the cities of Vienna and Prague, there are others of the same kind in many towns of the empire. Sunday and evening schools have been founded in most of the towns and manufacturing districts by the efforts of the local authorities, of the chambers of commerce, industrial societies, and private individuals. Numerous apprentice schools, properly so called, have been established; as for example at Brünn for weaving, and at Prague by a central committee for the benefit of the poorer inhabitants of the Erzgebirge. In these schools lace making, sewing, knitting, straw-plaiting, &c. are taught. In 1859 there were already 70 such schools receiving 11,000 pupils.

Upper Schools of Industry and Commerce.

The Trieste Commercial and Nautical Academy is composed of two divisions, one for commerce and the other for navigation. The number of professors is 23, and of pupils 150. There are also five nautical schools, dependent on the Trieste Nautical Academy, at Venice, Fiume, Spoleto, Lussin-Piccolo, and Cattaro. They have seven professors, and only 100 pupils.

Under the same head we must place the superior academy of commerce at Prague, founded in 1826. It has three classes. The condition of admission is a satisfactory certificate of studies from a practical school or a lower gymnasium. In 1827 was founded the Academy of Commerce at Vienna, which will be separately described, as well as the superior society of commerce at Pesth. In 1859, this last had 29 professors and 136 pupils. All these establishments are private, and were founded by companies.

Special Schools of Agriculture.

These schools are divided into two classes, a higher and a lower.

A superior school or academy for the complete study of agricultural science exists at Attenburg in Hungary. It has nine

professors and 147 pupils. The school fee is 63 florins; the total yearly cost 19,400 florins. It is a Government establishment, possessing collections of all kinds, a chemical laboratory, a technological gallery, a library, and a botanical garden. It gives instruction in arboriculture and in rural and forest management.

Middle agricultural schools have been founded at Grossau, in Lower Austria; at Teschen-Liebwerd, in Bohemia; at Kreutz, in Croatia, and at Dublany, in Gallicia. The studies occupy two years. There are 27 professors, and 164 outdoor pupils. The school fee is from 30 to 52 florins. The yearly expenditure amounts to 9,200 florins. They are maintained by local resources and agricultural societies.

There are seven lower agricultural schools: at Grossau, in Lower Austria; at Liebejei-Rabin; at Teschen-Liebwerd, in Bohemia; at Gratz, in Styria; at Kreutz, in Gallicia; at Ezernichow, in Gallicia; and at Laybach, in Carinthia. These schools have 23 professors and 230 pupils. The school fee varies from 30 to 40 florins, partly recovered by the work of the pupils. There are 72 gratuitous pupils.

Forest Schools.

Superior forest academies are established at Mariabrunn in Lower Austria, and at Schemnitz in Hungary. The studies extend over from two to three years. The qualification for admission is a certificate of studies from a gymnasium or a superior practical school. These establishments have a museum, collections, a botanical garden, and a laboratory. They have 14 professors and 160 pupils in the two together. The school fee is 10 florins. There are some gratuitous pupils. Both schools are maintained by the Government.

The middle forest schools are situated at Wiessewasser, in Bohemia; at Aussen in Moravia; at Kreutz, in Croatia. The studies occupy from two to three years. The primary school is the only preparation required. These schools have 12 professors and 100 pupils. The gratuitous admission is compensated by the work of the pupils.

At Pibram, in Bohemia; at Windschacht, in Hungary; and at Nagnay, in Transylvania, there are Lower Forest Schools. The courses extend over two or three years. The preparation required is the primary school and the habit of working. There are eight professors and 87 pupils, all gratuitous. These establishments are maintained by the State.

Schools of Mines.

Mining academies exist at Schemnitz, in Hungary; at Leoben, in Styria; and at Pibram, in Croatia. The courses last from two to four years. The qualification for admission is a certificate from a gymnasium or a higher practical school. There are 23 professors and 255 pupils. The school fee is 10 florins, and

many pupils are admitted without payment. The total expense is 14,700 florins. These establishments are supported by the State.

The Oriental Academy.

This school has for its object the teaching of the languages and political law of the East; it has 21 out-door pupils and six professors, and is maintained by the State.

Schools of Art and Music.

The Schools of Art in Austria are:—The Academy of the Plastic Arts, at Vienna, supported by the State, and founded in 1704; it now has 11 professors and 200 pupils. The Academy of painting at Gratz, maintained by the province, with from 30 to 50 pupils. The Academy of Arts, at Prague, supported by the Patriotic Society of the Friends of Art; 61 pupils. The School of Fine Arts, at Cracow, at the Technical Institute; five professors and 24 pupils. The Academy of Fine Arts at Venice, founded in 1670; nine professors and 340 pupils. The Academy of Painting and Plastic Art at Verona; 30 pupils.

Besides these there are the Conservatories of Music at Vienna and Prague, and since 1858, 52 other schools of art and music, partly organized by associations, partly by professors, and having in all 231 professors, and 3,973 pupils of both sexes.

The Vienna Conservatory of Music is a private foundation, but receives from the Government a considerable yearly grant. The studies extend over six years, and the fee is 4 to 6 florins per month. There is a public concert twice a year. This establishment has one director, 20 professors, and 209 pupils of both sexes.

At Prague the Conservatory of Music was founded and supported by the Society for the Improvement of Music; it is divided into a school for instrumental music, another for singing, and a third for the stage. The studies last six years in the first school, two years in the second, and two or three in the third (opera). For natives the teaching is gratuitous. There are a director, a sub-director, and 19 professors.

Academy of Commerce (*Handel's Akademie*).

Under the title of Academy of Commerce there was founded at Vienna, in 1857, a very remarkable establishment for the instruction of young men intending to follow commercial pursuits. A capital of 400,000 florins was subscribed, and suitable premises built for the purpose. The school is provided with technological collections, a museum of natural productions, and complete chemical laboratories. A committee composed of nine members presides over the general management. The instruction is given in two divisions, one of them preparatory, requiring two years' study, the other technical, occupying the same length of time.

The number of hours per week devoted to the different branches of instruction is shown in the following table.

Preparatory Division.				Technical Division.			
Subjects taught.	Number of hours.		Totals	Subjects taught.	Number of hours.		Totals
	1st year.	2nd year.			1st year.	2nd year.	
Religion	2	2	4	Commercial calculations	3	3	6
German	4	3	7	Book-keeping	2	–	2
Arithmetic	5	4	9	Commercial correspondence.	3	–	3
Geography	4	3	7	Political economy	3	3	6
History	3	3	6	Commercial law and exchanges.	–	–	–
Natural history	4	2	6	Geography, commercial and statistical.	2	2	4
Caligraphy	2	4	6	Commercial history	3	2	5
Book-keeping	–	2	2	Chemistry	3	2	5
Physics	–	2	2	Physics	2	–	2
				Study of merchandise and technology.	3	4	7
				Austrian commerce and manufactures.	–	–	–
				Model counting-house	–	8	8
Totals	24	25	—	Totals	24	24	—

Besides this compulsory curriculum there are French, English, and Italian classes, one or other of which every pupil must attend, or two, or all, if he pleases. There are excellent laboratories for those pupils who wish to learn how to analyse different kinds of merchandise. This study is altogether optional. In winter qualitative analysis is taught, and quantitative in summer. The school fee is 157 florins. 50 kr. a year for all the courses.

At the close of the courses there are examinations for those who please to present themselves, and certificates of capacity are given to all who pass satisfactorily. Among the optional branches of instruction are stenography, to which some importance is attached, and drawing, which is cultivated both artistically and commercially.

Besides the regular classes during the day, there are evening classes for persons already engaged in business. These are held from 7 to 9 o'clock from October till Easter, and are attended by about 250 persons who pay four florins for each course, with the exception of the living languages, which are only two florins, and stenography, fixed at one florin. The subjects taught in these classes are commercial arithmetic, book-keeping, commercial correspondence, the rules of commerce, and exchange, &c., the living languages and stenography. The majority of the persons attending the evening classes present themselves for examination to obtain certificates. In this department discipline is maintained by the professors under rather severe regulations.

Middle Schools (*Mittel Schulen*).—Gymnasia.

The general and special object of the gymnasia is instruction in the dead languages, and preparation for the studies of the university.

Until the year 1849, there existed in the Germano-Slave countries of the Austrian empire, and in the Lombardo-Venetian kingdom (from which part of Lombardy was separated in 1859), including military schools, 92 gymnasia having six classes, and six gymnasia with four classes. The number of professors was 646 and of pupils 20,316. In 490 of these establishments, with 249 professors and 4,800 pupils, a two years' course of philosophy was insisted on. In other countries of the empire, gymnasia had been organized, but somewhat less completely in Hungary, Croatia, Slavonia, and Transylvania. There then existed 120 gymnasia, with 671 professors and 22,837 pupils, among which were 61 gymnasia having courses of philosophy with 200 professors and 2,500 pupils.

The decree of organization of 1849 raised the gymnasia from six classes to eight, by adding two classes of elementary philosophy, and gave greater extension to the teaching of Greek and the higher German literature; the teaching of history, mathematics, physics, and natural history was distributed over all the studies. At this period the use of the different native idioms was adopted for teaching, the study of philosophy, properly so called, was rejected in the universities, and great improvements were introduced in the mode of teaching.

A complete gymnasium is at present composed of a higher gymnasium and a lower having four classes. The lower gymnasium prepares pupils for the superior establishments, such as a higher gymnasium and the practical school. The higher gymnasium imparts a more complete scientific instruction, and is the proper preparatory school for the studies of the university. There are both public and private gymnasia. The first alone can give certificates of maturity.

In 1859 there were, in the whole empire, 240 gymnasia, 164 of them with eight classes, and 73 with four only; the number of titular professors was 2,454, of deputy professors 493, and of pupils 51,121. The regulations prescribe, that whenever the number of pupils in a class exceeds 50, it must be divided into two. A complete gymnasium has 13 titular professors, one of whom acts as director. An inferior gymnasium has only six professors. The professors are appointed after an examination before a commission of the university.

For each subdivision there is a principal or titular professor who takes precedence of other professors of the same class. The meeting of titular professors, with the director as president, forms the conference of professors. The immediate superior inspection is entrusted to a member of the Council of Instruction acting as inspector of gymnasia. The choice of the language in which the instruction shall be given depends, in general, on the place where the gymnasium is situated and on the country from which professors have to be procured. That language, however, is always chosen which appears most advantageous to the rapid progress of the pupils.

The compulsory studies are: religion, Latin, German, a second language spoken in the country, history, geography, through

eight classes; Greek from the third to the eighth class, natural history in the first, second, fifth, and sixth; physics in the third, fourth, seventh, and eighth; the elements of philosophy in the seventh and eighth. The other studies, such as the living languages, caligraphy, drawing, and gymnastics, are all optional. The number of hours of compulsory attendance in class varies from 22 to 27 per week. Sunday and two half days during the week are left free from compulsory lessons.

There are no regular examinations at the end of the year. Passing to an upper class is allowed or refused according to the pupil's progress, and there is no examination except in doubtful cases. To enter a university a pupil must have obtained a certificate of maturity on leaving the gymnasium, and the examination for that purpose is held under the direction of the inspector of the gymnasium. Pupils who have been educated at home may present themselves at these examinations on condition of regularly passing the half-yearly examinations.

The superior authority for instruction does not enforce the use of any particular books, but merely indicates those which may be used, and there may be different ones in the same class.

The annual payment in the gymnasia aided by the State varies from 8 fl. 4 kr. to 12 fl. 6 kr. Good conduct and rapid progress may exempt poor pupils from all payment. Besides these fees, pupils have to pay 2 fl. on admission to purchase school necessaries, and also examination fees to remunerate the examiners. The amount received in fees for all the Austrian gymnasia was, in 1859, 2,741,372 fl. There are a great number of exhibitions founded by the State or by private individuals, which enable clever young men of narrow means to pursue their studies. In 1859, 2,831 young men enjoyed these exhibitions, the whole of which amounted to the sum of 207,098 fl., which shows that the number of these exhibitioners was in the ratio of 435 to 603.

Until 1849 most of the gymnasia were ill-supplied with the necessary appliances for teaching; but since then, owing to the active co-operation of the State, townships, and private individuals, their number has so far increased that, in some gymnasia, the library contains thousands of volumes, the cabinets of natural philosophy number 1,000 pieces of apparatus, and some collections as many as 2,000 articles.

The total expense of a gymnasium is 12,000 fl. The salaries of the professors vary from 735 to 1,050 fl. That of the directors from 1,150 to 1,365 fl. After each period of 10 years' service all professors receive an addition of 105 fl. to their salary, and if after 30 years' service a professor be unable to continue his functions, he is allowed to retire on his full salary.

Practical Schools (*Real Schulen*).

Until the year 1850 the practical schools (then only five in number) were in direct relations with the technical institutes, serving as preparatory schools for them. The instruction consisted especially in the elements of arithmetic and mathematics,

while the classical studies received little attention. The pupils were admitted on leaving the fourth class of the higher primary schools. The studies of these practical schools then occupied two years.

The reorganization of these schools was effected by a decree of 2nd March 1851, which laid down the principles for the organization of technical instruction and for the establishment of the practical schools. They were then all organized as distinct institutions under a separate management, and divided into lower practical schools with a three years' course, and higher practical schools with a six years' course.

The object of these schools now is to give the pupils, besides a general education,—not including the study of the dead languages,—a middle degree of instruction for the industrial professions, and sufficiently advanced to prepare them for the schools of technical instruction. The lower schools, as well as the first three years' classes of the higher schools, impart a degree of instruction sufficient for the generality of industrial professions, and also prepare for the three following years' studies of a higher practical school. The studies of the pupils in the first three classes, which constitute the lower school, enable the pupils who have made good use of their time to enter on the practice of the industrial arts with a very satisfactory education, as will be seen by the following details.

Drawing is taught in the earliest classes from models in relief, and no copying is allowed except for the purpose of teaching pupils to handle the pencil at the very outset. In the first year the pupils of the first class, eleven years of age, practise free-hand and elementary geometrical drawing, and make sketches of solid bodies and of geometrical forms, after models like those used in the Dupuis method. The use of rule and compasses is not permitted. They thus continue free-hand drawing of ornaments from casts, make copies of heads, and finish by drawing from the round. In the third class, which contains pupils from 13 to 15 years of age, drawing receives considerable extension, especially with regard to its application to the practice of the trades the pupils intend to follow. With this view special care is taken to make each pupil execute the designs which are most likely to be useful to him. For teaching descriptive geometry much use is made of rectangular planes and pins, which render sensible to the eye all the rules of the projections. This, in fact, is the mode of teaching which has been proposed and employed by M. Olivier, Professor at the Conservatory of Arts and Trades. His apparatus consists of two wooden planes articulated with hinges and covered with cork, in which the pins are stuck to represent the lines of projection.

The choice and number of the subjects treated in the three years' studies are such that the young men who intend to follow the practical industries of constructing buildings or machines may obtain in the lower practical schools sufficient instruction to become master-builders capable of understanding the plans to be

executed, and of representing their own ideas in drawings. These lower schools are therefore well adapted for giving the pupils the theoretical instruction calculated to make them clever master workmen, foremen, and conductors of works, when they shall have acquired the practical part of their trades in workshops and building yards. The pupils who wish to continue their studies pass on to the fourth, fifth, and sixth classes, in which the teaching of drawing is at once theoretical and practical.

The compulsory studies of the lower schools comprise religion, languages, history, geography, arithmetic, natural history, the elements of physics and chemistry, drawing, and caligraphy. The study of the second language of the country is compulsory only when it is the pupil's mother tongue, since at Vienna, German is the medium of instruction. Singing, gymnastics, and stenography are not compulsory.

The methods of teaching are for the most part simple and popular. In the three higher classes a more scientific method is followed, so as to give a general idea of human knowledge as well as a preparation for technical studies. Elementary mathematics are added to the studies of the lower schools. Instead of arithmetic, the study of machines becomes compulsory; caligraphy ceases to be so; and the living languages, French, Italian, and English, are taught without being compulsory.

The number of independent practical schools organized in conformity with the regulations was 52 in 1859, with 520 professors and 9,939 pupils. The number of hours' attendance for the compulsory courses ranges from 30 to 34.

The organization of these schools is, as far as teaching and discipline are concerned, exactly the same as that of the gymnasia. The number of professors is 12 for a higher practical school and six or seven for a lower. The number of pupils in one class must never exceed 80, and for drawing, when there are above 50 pupils, the professor has an assistant.

Every candidate for a professorship must first pass an examination before a committee established at Vienna, to show that he has the requisite scientific knowledge and a good method of teaching. He must next undergo a year's probation in a public practical school. Professors have the right to choose their text-books from among those authorized for use by the superior authorities.

The yearly fee for the practical schools varies according to localities from 8 to 20 florins The cases of exemption from payment are the same as in the gymnasia. The entrance fee is 2·1 florins. It is intended to cover the expense of purchasing school necessaries. The salaries of professors are 630, 840, 1,050, and 1,260 florins, with an increase of 210 florins every 10 years. The supplementary functions of director are remunerated with 210 to 315 florins. The yearly expenditure for a lower school is from 8,000 to 11,100 florins, and of higher schools from 15,000 to 20,000 florins. The expenses of the royal and imperial schools are borne by the respective kingdoms: for the local schools by

the town revenues, and for the private establishments by particular endowments. Many practical schools are supported partly by the towns and partly by the State. The amount of the fees then belongs to the funds from which the grants are made.

The director and the council of professors have the entire management of the school. All these schools are under the immediate supervision of the government authority of the country, represented by a councillor of schools.

Higher Practical School at Prague.

This school, the origin of which the Bohemians trace with justifiable pride through the successive transformations, which the progress of industry rendered necessary, to the year 1576, in the reign of Rudolph II., an epoch long anterior to the foundation of most of the schools now existing in Germany, follows the same programme of studies as the Vienna schools, as will be seen from the following table. The pupils are divided into six classes, requiring six years' studies. The programme contains the following subjects of instruction, to which the number of hours indicated is devoted :—

——	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	Totals.
Religious instruction	2	2	2	2	2	2	12
German language	4	4	4	3–5	4	4	23–25
Geography and history	3	3	3	3–5	4	4	18–20
Arithmetic	4	4	3	–	–	–	11
Natural history	2	2	–	2	2	2	10
Useful knowledge	2	3	–	–	–	–	5
Bohemian language	3	3	3	3	3	3	18
Caligraphy	2	2	2	2	–	–	8
Freehand drawing	–	6	7	6	6	6	31
Chemistry	–	–	6	2	2	2	12
Construction of buildings	–	–	2	–	–	–	2
Mathematics	–	–	–	8	5	2	15
Linear drawing	–	–	–	–	4	4	8
Physics	–	–	–	–	4	4	8
Description of machines	–	–	–	–	–	2	2
Drawing of machines	–	–	–	–	–	2	2
Modelling	–	–	–	–	–	4	4
Geometry and construction drawing.	10	4	–	–	–	–	14
Italian	Out of class					2	–
French						2	–
Stenography						2	–

The distribution of the time shows how much attention is paid to instruction in religion, as well as in the vernacular languages—German and Bohemian—and in freehand drawing. Six hours per week at least are devoted, during five years, to this kind of drawing, and from two to four hours only for three years to linear drawing. The proficiency of the pupils is consequently

very remarkable, and superior to anything we have seen elsewhere. The modelling practised in the sixth year also appears very successful. The Dupuis method is strictly followed, and the school is supplied with all his models.

Out of 513 pupils 473 were Bohemians, 435 Catholics, 7 Protestants, and 71 Jews. The library contains nearly 1,500 volumes. The yearly school fee is calculated at the rate of half a florin per hour's lesson per week. A year's course of 30 lessons per week therefore costs 15 florins a year.

Of all the practical schools in Germany that of Prague is certainly the one where linear drawing is best taught, and we are inclined to attribute this fact to the attention given from the very outset to the practice of freehand drawing, which early habituates the pupil to trace his lines with a light hand.

The instruction is given in German and Bohemian, but the professors are free to choose which language they please. There are in some cases professors of each language for the same course. The class-rooms, amphitheatres, and laboratories are spacious and well arranged. The collections are well stocked with models. The workshop for modelling will accommodate 25 pupils at once, and is well attended.

Practical School of Trübau.

At this school the experiment has been tried of uniting the pupils of a gymnasium with those of a practical school for certain classes under the teaching of the same professors. The starting point, and especially the object of the pupils not being the same, and the professors of the gymnasium being little acquainted with technological details, the instruction was not sufficiently scientific. It was too low for the pupils of the gymnasium and too high for those of the practical school. It was, therefore, found necessary to abandon this system, which, in France, would probably produce still less favourable results.

Imperial and Royal Higher Practical School at Vienna.

In this city there are two higher practical schools, one of them imperial and royal, belonging to the State ; the other municipal, founded by the city. Both have six classes, requiring at least six years' study.

The first is situated in the Landstrasse, in a building rented for the purpose, formerly the residence of Prince Lichtenstein. It has numerous collections, especially of mineralogy and natural history. Well arranged laboratories have been fitted up to enable the pupils who are so disposed to make themselves acquainted with the elements of chemical manipulation. There is a workshop for modelling, and the pupils are exercised in that art from a drawing, and conversely in drawing from models. The drawing-class rooms are very spacious and well lighted; the pupils have plenty of room. For drawing from the round or from models in relief, even elementary, there are cabinets or cells lined with

green cloth, and in which the models are lighted by a single gas burner, so that the shadows may be more distinct. The time devoted to lessons and graphic exercises, under the eye of the professors, is distributed as shown in the following table :—

——	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	Totals.
Compulsory.							
Religion	2	2	2	2	2	2	12
Arithmetic	4	4	3	–	–	–	11
Mathematics	–	–	–	9	5	2	16
German	5	5	4	5	3	4	26
Geography and history	3	3	3	4	4	4	21
Natural history	2	2	–	2	2	–	8
Physics	2	4	–	–	4	4	14
Chemistry	–	–	6	2	2	2	12
Writing or caligraphy	2	2	2	2	–	–	8
Freehand drawing	10	6	7	4	6	6	39
Descriptive geometry, drawing.	–	–	–	–	4	–	4
Linear drawing of buildings.	–	4	3	2	–	–	9
Machine drawing	–	–	–	–	–	4	4
Lectures on machines	–	–	–	–	–	2	2
Modelling	–	–	–	4	4	4	12

Optional.

English language	5	hours	per week.
Italian language	3	„	„
French language	3	„	„
Stenography	2	„	„
Singing	2	„	„
Gymnastics	2	„	„

We see by this table the immense importance attached to the teaching of free-hand drawing, almost exclusively executed from models in relief. For the six classes it occupies 39 hours per week, whilst to linear drawing with rule and compass only 17 hours are given. Notwithstanding the great attention paid to freehand drawing, in which the pupils are very proficient, the linear drawing is not so fine and light as might be desired.

At the close of every year there is an examination, and marks are given ; according to the results the pupils pass to the upper classes. According to the information and notes of each professor the pupils are classed, and any note stating deficiency in a single branch of instruction prevents the pupil from entering the upper class, and, on leaving, deprives him of the certificate of satisfaction required for admission to the technical institutes. It is evident by these rules that the system of outdoor pupils is compatible with strict discipline. When a pupil leaves the sixth class of a higher practical school with a certificate of eminence he is admitted *de jure* into the first class of the Polytechnic Institute,

otherwise he must go through a year's preparatory studies. The examinations are very strict. The school fee at Vienna is 18 to 20 florins a year. The pupils who perform chemical manipulations in the laboratory pay an additional entrance fee of two florins and one florin per month. The re-agents are furnished by the State.

Municipal Higher Practical School in the Suburb of Wieden, Vienna.

This school, founded by the city and administered by the municipal authorities, is of the same order as the Government School. The building is a very handsome one, and is most conveniently arranged. The class-rooms for drawing and study, and the laboratories are large and well lighted, and there are very good collections of apparatus and models. Drawing is taught from objects and models in relief. Freehand drawing receives far greater attention than linear drawing; the former has 38 hours weekly in the different classes, the latter only eight, and yet the results are satisfactory.

The subjects of instruction are distributed as follows :—

——	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	Total.
Religion - -	2	2	2	2	2	2	12
Arithmetic - -	4	4	4	—	—	—	12
Mathematics - -	—	2	—	9	5	2	18
German - -	5	5	4	5	3	4	26
Geography and history -	3	3	3	4	4	4	21
Natural history - -	2	2	—	2	2	2	10
Physics - -	2	3	—	—	4	4	13
Chemistry - -	—	—	6	2	2	2	12
Writing and calligraphy	2	2	2	2	—	—	8
Descriptive geometry -	—	—	—	2	4	—	6
Free-hand drawing -	10	6	6	4	6	6	38
Linear drawing of buildings and machines.	—	2	2	—	—	4	8
Lectures on machines -	—	—	—	—	—	2	2
Construction of buildings	—	—	2	—	—	—	2
Total - -	30	31	31	32	32	32	

We see by this table that the distribution of time and lessons is almost identical with that adopted at the Imperial and Royal School in the Landstrasse. It is the same with regard to the selection of the subjects for drawing, which, after relating to questions of general education, are divided into distinct industrial specialties.

The pupils who wish to manipulate in the laboratory pay one florin per month for two sittings of three hours each per week, during the vacations. The mineralogical and technological collections are remarkably well kept, and well provided with useful

materials. At the end of the courses every year, the pupils receive a report from each professor, and those whose reports bear the words *Insufficient instruction* for any branch of study are not allowed to advance into the next class. These reports are rigorously strict and the school bears the reputation of being very severe. A great many pupils of the sixth class or year go to the Polytechnic Institute or to the Military School of Artillery and Engineers.

Municipal Practical School of the Second Order in the Suburb of Gumpendorf, Vienna.

This school of the second order had, in 1862, about 180 pupils in its three classes. The instruction is regulated the same as the corresponding lower classes of the higher practical schools, and the severity of the examinations on passing from one class to another and on leaving is at least as great.

Protestant Lower Practical School, Vienna.

Besides the practical schools, royal and imperial and municipal, there are also others of a private character authorized by the Government. Of this number is the Protestant Practical School, of an inferior order, having only three classes, to which are annexed two primary schools, one for boys the other for girls. This school built by subscription on ground given by the city, cost 240,000 florins for first establishment; its yearly budget is 30,000 florins. It has a library of 15,000 volumes for the use of the professors.

The studies are arranged as in the following table :—

——	1st Class.	2d Class.	3d Class.	Total.
Religion	2	2	2	6
Arithmetic	3	3	3	9
German	5	4	4	13
Geography and history	3	2	3	8
Natural history	2	2	—	4
Physics	2	3	—	5
Writing and caligraphy	2	2	2	6
Free-hand drawing	2	4	4	10
Linear drawing	2	1	1	4
Geometry	2	2	—	4
Singing	1	1	1	3
Chemistry	—	—	6	6
Total	26	26	26	

The above statement shows that the instruction given in this school differs little from that in the preceding, and that the study of the German language and of free-hand drawing occupy the most time.

The pupils of this school pay an entrance fee of 5 florins and 12 florins a year. This remuneration, which is not paid by all the pupils, produces only 6,000 florins. The city gives assistance to the extent of 7,000 florins; the balance of the expenditure is covered by subscriptions. The direction of the establishment is almost entirely independent of State control. It is conducted under the supervision of a council elected by the members of the Protestant communion, and by a director also elected, but whose nomination must be approved by the Government.

Special Schools.

First in this class come the military schools, which are divided into schools of education and schools of military instruction.

The military schools of education are subdivided into schools for non-commissioned officers and schools for officers.

The schools for non-commissioned officers are:—The lower schools of education; the superior schools of education; the company schools.

The schools for officers are:—The cadets' school (*Cadetten Institut*); the military academies.

The military schools properly so called:—The institute of military professors (*Militär-Lehrer Institut*); the higher school of artillery; the higher school of engineers; the central cavalry schools; the war school (*Kriegs-Schule*); the school of military administration; the Joseph Medico-chirurgical academy; the veterinary institute; the school for officers' daughters, at Hernals.

Establishments of Military Education.

The object of these schools is to prepare the sons of poor persons, who have done good service in the army to become non-commissioned officers and officers. In these establishments there are military pupils (*Militärzöglinge*) and pupils who pay or are supported by exhibitions founded by provinces or private individuals.

Admission as *Militärzöglinge* is granted to the sons of soldiers or civil servants who have served a certain term, and in the company schools the sons of civil servants and frontier guards. The conditions of admission to scholarships founded by provinces or private persons are determined by the deed of endowment. Every Austrian subject has the right to enter as a paying pupil on condition of lodging a year's schooling in the military chest, and of possessing the other qualifications required. Paying pupils are admitted into all the military establishments except the lower schools. Foreigners may also be admitted as paying pupils, on producing a formal authorization from their own government to enter the Austrian service. To be admitted, candidates must have the age required for each school, be well grown and of good constitution, and possess the proper degree of instruction.

The teaching in each school is regulated by a fixed plan of studies, which may be modified according to the progress of science and in accordance with educational improvements. The curriculum in the schools for non-commissioned officers comprises: religion, the German, Bohemian, Hungarian, Italian, and Roumanian languages, mathematics, popular mechanics, the rudiments of physics, the elements of civil architecture, geography, history, natural history, literary compositions on military subjects, the knowledge of infantry arms and of artillery, the pioneer service, fortifications, instruction in sapping, in mining, the regulations for teaching and exercising recruits, fencing, campaign service, gymnastics, swimming. For the officers' schools: religion, elementary philosophy, the German, French, Bohemian, Italian, and Hungarian languages, mathematics, mechanics, practical land-surveying, physics, chemistry, descriptive geometry, geography, history, natural history, international law, Austrian law, military penal code and forms of procedure, rhetoric, military style, the knowledge of artillery, fortification, instruction of sappers, service and regulations for the drilling of recruits and manœuvres, campaign service, drawing, gymnastics and fencing.

In the course of September, the pupils of the last year in the company schools enter the army as non-commissioned officers; those of the academy as officers. At the same time, the pupils of the last year in the inferior schools of education pass into the higher school, and thence into the company schools and into the cadets' institute. The other pupils pass into the class immediately above. Pupils who have not made sufficient progress are sent back to their parents except soldiers' children, who in certain cases, are allowed another chance. Those who leave before the end of the studies cannot, if they enlist either immediately or later, be promoted to any rank, especially to that of officer, before their comrades of the same standing leave the schools.

The length of the studies in these schools is for the—

5 lower schools, having each		100 pupils,	4 years' study.	
5 higher schools,	„	200 „	4	„
2 company schools for infantry,		120 „	2	„
4 „ „ artillery,				
1 „ „ pioneers,	}	120 „	3	„
1 „ „ engineers,				

4 cadets' schools (*Cadetten Institut*) 200 pupils, 4 years' study.

For the military academies, viz.:—

The Neustadt Academy, 400 pupils, 4 years' study.

The Academy of Artillery and Engineers, 160 pupils, 4 years' study.

In a lower school the command is given to a subaltern; in a higher or a company school, to a captain; in a cadet school to a staff officer; in an academy to a general. Each school has its own staff for teaching, supervision, and manœuvres, as well as for health and service. The religious instruction is given, partly by ecclesiastics attached to the establishment, partly by civil or

military chaplains. The other matters are taught in the lower schools by non-commissioned officers; in the higher and the company schools by officers and serjeants; in the cadet schools by officers from the rank of captain downwards; in the academies by staff officers. In the academies, the pupils are also taught riding. Each school of non-commissioned officers has a surgeon-major; each cadets' school, a regimental surgeon; and each academy, a staff surgeon and a superior surgeon.

Institute for Military Teachers.

This school is situated at Neustadt (a suburb of Vienna), and is intended to train teachers for the schools for non-commissioned officers, and serjeant-instructors for the officers' schools; masters of arms and teachers of gymnastics for the two kinds of schools and for the troops are also trained here. The pupils, 50 in number, are non-commissioned officers. The course of instruction is completed in a year. The establishment is directed by an officer of the staff, who has under him instructors, officers and serjeants.

Schools of Artillery and Military Engineering and School of War.

These establishments are intended to supply officers capable of receiving a higher degree of instruction, calculated to render them fit for the higher services of the army. The higher class of artillery is united to the academy of artillery at Weisskirchen, and that of engineers to the engineer academy at Znaim.

The School of War (*Kriegs Schule*) at Vienna forms a separate establishment, with a general at its head, and under him professors, for the most part staff officers, who are generally attached to the quartermaster-general's staff. The pupils are lieutenants and sub-lieutenants, who are admitted after passing an examination.

The studies last two years in each of these establishments, on leaving which the artillery and engineer officers enter their respective corps, and the officers of the *Kriegs Schule* join the staff of the quartermaster-general, as vacanies occur.

Central Cavalry School at Vienna.

This school has for its object to teach the more talented officers how to break and train horses, to manage and utilize them, and to handle and employ cavalry to the best advantage. The instruction occupies a year, and one officer is admitted from each regiment of cavalry. The head of the establishment is an officer of the staff or a general, the instruction is given by a cavalry officer and a veterinary surgeon.

School of Military Administration at Vienna.

The school has two subdivisions, one for military law, the other for the military administration of the frontiers. To the courses

of the former the persons employed in the auditoriat are admitted; the instruction lasts one year, and on leaving the pupils receive appointments in that department. The school of military administration of the frontiers is open to subaltern officers, non-commissioned officers and civil candidates, after an examination. The instruction lasts over two years, after which the officers pass to the administration of the frontiers with their respective ranks; the non-commissioned officers and pupils are promoted in the same administration to the rank of sub-lieutenant of the second class. The commandant of the War School directs the establishment. The instruction is given by officers of the auditoriat, of the commissariat, and of the military frontier administration, and also by civil professors.

The Joseph Medico-Chirurgical Academy at Vienna.

This establishment is intended to prepare surgeons and physicians for the army, and to promote the study of medicine generally. It is subdivided,—1, into a superior course to form physicians surgeons; and 2, into lower courses to educate surgeons for the humbler services in campaigns. This academy ranks with the Vienna faculty of medicine

The higher instruction extends over five years, the lower over three years. Pupils who have gone through the higher course hold the rank of superior surgeons (*Oberärzte*) with the diploma of doctor, and are bound to ten years' military service. Those educated in the lower school have the rank of under-surgeons (*Unterärzte*), and must serve a term of eight years in the army.

The administrative, military, and disciplinary command is entrusted to an officer of the staff; a director of studies manages the scientific part, and the medical instruction is given by military physicians and civil professors.

Military Veterinary Institute at Vienna.

The object of this establishment is to train veterinary surgeons and farriers for the army and private practice, and to promote the progress of veterinary science. The mammalia of all species, whether belonging to the army or the public, are admitted to its hospitals; the professors also act as high scientific authorities in judicial proceedings relating to animals, and give consultations on questions raised by the authorities. The institute comprises:—1, a veterinary school, for surgeons and farriers; 2, school for farriers and shoeing smiths, and for the instruction of private persons practising those trades.

The conditions of the command and management are the same as in the Joseph Academy. The teaching staff is composed of five titular and five assistant professors. For subjects not within the province of the ordinary professors, the ministry of war appoints auxiliary masters. Shoeing horses is taught by two professors aided by two military farriers. The course of the veterinary school is three years for regular pupils, two years for veterinary surgeons and farriers.

Pupils on leaving the veterinary school receive a diploma of the second class, and are bound to serve six years in the army. The military pupils, after their two years' studies, rejoin their corps and are appointed farriers as vacancies occur.

Institute for educating Officers' Daughters at Vienna.

At this institute the daughters of officers with limited means and large families are educated so as to be able to take situations as governesses in wealthy families.

The pupils are 78 in number, and the expense of the establishment is defrayed by the Government and private benefactions. Girls are admitted from six to eight years of age, and remain till they are 20. The pupils are distributed into four classes and each class has two divisions. The directress of the establishment has under her orders four sub-directresses, a mistress for needlework, and a mistress to teach housekeeping. This instruction in household management is a desideratum in French education.

Schools for the Navy.

There are in Austria the following naval schools :—One for sailor boys (*Schiffsjunge*), for marines, for quartermasters, for naval pupils of the first class, for naval pupils of the second class, a theoretical school for naval cadets, and a superior establishment for naval officers.

The school for sailor boys is intended to train, as petty officers for the navy, young men from the Slave and German provinces, admitted between 12 and 14 years of age into the naval service. The instruction lasts until the pupil has attained the age for the conscription ; he is then entered as a sailor and becomes a petty officer as soon as he gets sufficiently used to the sea. The highest post he can attain is that of upper boatswain (*Hochbootsmann*).

The schools for marines (*Zeugscorps*) receive men drawn from different corps of the army. They are trained as petty officers, and a part receive the uniform. Those who are fit to become officers receive their promotion when they leave their corps to enter the school.

The school for pupils of the first class is kept on board a war-vessel selected for the purpose. The object is to prepare for the naval service youths of 16 or 18 years of age, who, on entering the school have already received a complete civil technical education. The teaching here consists, therefore, chiefly of practical seamanship, and also of the application of previously acquired scientific knowledge to navigation and nautical astronomy. The course occupies a year ; on leaving, the pupil is received as a naval cadet. After passing two or three years at sea these cadets enter the theoretical school for naval cadets.

The school for pupils of the second class is intended solely to prepare them to become officers. In this school, beside the pupils placed there at the cost of the State, there are others maintained by endowments, and also others who pay for their instruction. The sons of officers and State functionaries are entitled to enter this school at the public expense, and any Austrian subject who has the necessary qualifications is admitted on payment. Foreigners are also admissible as paying pupils, provided they can obtain authorization from their own Government to enter the Austrian service. To be admitted, candidates must be between 12 and 14 years of age, of sound health without bodily defect, and able to pass a previous examination. The instruction is given in accordance with a determined plan, on board a vessel prepared expressly to receive the pupils. After three years' instruction the pupils leave the school as naval cadets and are sent to sea. At the end of two or three years' active service the cadets are admitted to the theoretical school. This school receives from 40 to 50 pupils. The chaplain on board is charged with the religious instruction; the other teaching is given by professors from the hydrographic schools. The naval officers of the school-ship give the instruction in practical seamanship.

The theoretical school for naval cadets is on shore, and its course occupies a year, after which the pupil undergoes the examination prescribed for his commission as an officer. On leaving this theoretical school the pupils are still naval cadets, but become officers when appointed to a ship.

The superior school for naval officers is intended for the further improvement in mathematical and hydrographic studies, of such young men as have shown decided talent and taste for those sciences.

Superior Instruction.—Universities.

The empire of Austria has eight universities; viz., those of Vienna, Prague, Pesth, Cracow, Padua, Lemberg, Gratz, and Inspruck. The first four have four faculties, theology, law and administration, medicine, and philosophy. The university of Padua has five faculties, the fifth being for mathematics. The last three have only the faculty of medicine.

The universities are divided into faculties, and these comprise the council of professors and the students. The college of teachers (*lehrer collegium*) is composed; 1, of the ordinary and extraordinary professors, of private tutors (*privat-docenten*), and special professors, such as professors of languages, of gymnastics, &c., that is to say, those who do not teach a science but an art or an accomplishment. The college of teachers (*lehrer collegium*) elects from among its members a college of professors (*professor collegium*), which is the immediate directing authority of each faculty. The *professor collegium* is composed of all the ordinary professors, the senior extraordinary professors, and two private tutors (*privat-docenten*). The dean (*decan*) is elected

every year from the corps of ordinary professors. From the college of professors also is chosen every year the academical senate, the supreme academical authority. It consists of the rector, the pro-rector, the deans (*decanen*), and vice-deans of the *professor collegium*. The rector is elected every year by each faculty in turns.

At Vienna and Prague each faculty is divided into two colleges, that of professors and that of doctors with diplomas. At the head of the doctors is an elected dean, who has a seat and a vote in the respective college of professors ; but in the academical senate (which, at Vienna, is called the consistory of the university), this right is granted him only on condition that the *doctoren collegium* reciprocally grants the same right to the dean of the *professoren collegium*. The elected dignitaries of the university are submitted to the approbation of the ministry.

The professors have the position of Government officers. They are appointed by the emperor. Their remuneration is composed : 1, of a fixed salary with a decennial augmentation, of fees from their auditors, and of examination fees. The fixed salary of a professor is not limited by any law. The minimum salaries which serve as the basis when a chair becomes vacant and is offered for competition, vary in the different universities from 1,050 to 1,680 florins. The decennial augmentations are from 210 to 315 florins. The extraordinary professors receive fixed salaries ranging from 600 to 1,260 florins.

Every one who wishes to profess courses as a private tutor (*privat-docent*) in a university must previously pass an examination before the college of professors. If he succeeds, a certificate of aptitude is given to him which must be confirmed by the ministry. The private tutors have no salary, but receive fees from their hearers. Those who give proofs of capacity are afterwards named extraordinary professors ; they generally become ordinary professors after a time, so that the private tutors (*privat-docenten*) are a kind of nursery for university professors. Of the masters (*lehrer*) properly so called, some have salaries while others have not, but they also are allowed to take fees from their hearers.

The students of the courses of the faculty are ordinary pupils (*ordentliche*) or free pupils (*ausserordentliche*). The former alone share the rights enjoyed by the members of the university, and they only are admitted to examinations for the doctor's degree, or for all the Government employments for which university degrees are a necessary qualification. As a general rule those only are allowed to enter themselves who have obtained a certificate of maturity on leaving the gymnasia.

The matriculation fee amounts to 2·1 florins. Free students must be at least 16 years of age, and possess sufficient instruction to understand the subjects explained in the lectures.

The studies are divided into two half-yearly terms. The winter term commences on the 2nd of October and ends on the Thursday preceding the Holy Week. The fees for each course are available for a half-yearly term. Students are free to follow what courses

they please, provided they select such as satisfy the conditions of the examination for the doctor's degree or for the Government employments when they present themselves. The time which they have passed at foreign universities, where the studies are equally free, may be counted to them under certain conditions, and foreigners also may matriculate in Austrian universities. The length of the studies is in general four years for the faculties of theology, law, and administrative science; five years for medicine, and three years for philosophy. Students are bound to attend the courses regularly, otherwise their inscriptions may be cancelled.

Students pay nothing for attending the university in general, but they must pay into the university treasury, for the courses they attend, the regulation fees which, after deducting 5 per cent. for expenses of collection, are divided among the respective professors. The minimum fee for a course is fixed at as many florins as there are lectures in the space of a week. For the optional courses the *privat-docent* is allowed to augment the charge as he pleases. The college of professors may remit one half or even the whole of the fees in favour of poor and industrious students.

Schools for Midwives.

There are eight schools of this kind, at Linz, Klagenfurt, Laybach, Trieste, Alle-Laste near Trent, Zara, Venice, Czernovicz. Instruction of the same kind is also given to women at the faculties of medicine and surgical establishments. A large number of apprentice-midwives receive considerable pecuniary assistance during their studies from the provinces and townships.

Candidates must be at least 24 years of age, and less than 50, must be able to read and write, be of good reputation, and of healthy constitution. The course of instruction occupies, according to circumstances, four, five, or six months. It is both theoretical and practical, and is given by a professor of obstetrics, aided by a midwife and a nurse. In most of the schools there are two promotions yearly. On leaving, the pupils have to undergo a severe examination, for which those who have the means pay a fee of 30 florins. There are ten professors engaged in these schools, with a like number of midwives and nurses. The professor's salary is from 420 to 630 florins. More than 1,200 midwives are instructed every year in these establishments. The expenditure amounts to 9,815 florins.

Technical Institutes.

These establishments are intended to educate young men:— 1. For the higher branches of industry and trade. 2. For farming on a large scale. 3. For various public and private employments which require superior technical knowledge.

Besides the faculty of mathematics at Padua, there are at present in Austria seven higher technical schools: these are the

Polytechnic institutes at Vienna and Prague, the technical school at Brünn, the technical academy at Lemberg, the technical institute at Cracow, the Joseph *Polytechnicum* at Ofen, and the *Joanneum* at Gratz. Some of the technical institutes are complete, that is to say, they embrace both technical and commercial education, others, as those of Prague and Ofen, are incomplete, as they give technical instruction only. The Vienna Institute has a preparatory school, and a school of industrial drawing ; that of Cracow has a school of fine arts, and one of music ; that of Ofen a preparatory school.

Each institute has a director (at Vienna there is also a subdirector), who is aided in all matters concerning the teaching and discipline by the council of professors. The educational staff consists of the professors, who are distinguished as ordinary and extraordinary, and have the same rank as university professors, of private tutors (*privat-docenten*) of the same rank as in the universities, of masters (*lehrer*) ordinary and extraordinary, and for the experiments, of assistant teachers.

The pupils consist of ordinary, extraordinary, and free pupils. The ordinary or matriculated pupils are young men who have followed the courses of a common gymnasium, or of a superior or practical school, or those who, being 16 years of age, have passed a satisfactory examination for admission. Persons of mature age and students from the higher educational institutions are admitted as extraordinary auditors, if they do not possess the qualifications required for ordinary pupils. The designation of "free pupils" is given to those who wish to follow only certain courses, not forming a complete branch of studies. The ordinary pupils are free to choose what courses they will follow, provided they are sufficiently prepared.

The following are the subjects taught in the technical institutes :—

Elementary and higher mathematics ; descriptive geometry and drawing ; technical physics ; theoretical mechanics ; the construction and drawing of machines ; ordinary and higher land-surveying, and the drawing connected therewith ; the applications to bridges and roads, with drawing ; natural history ; general technical chemistry ; mechanics and applied chemistry ; political economy and management of estates ; forest encyclopædia ; national economy ; statistics ; the science of organization and administration ; commercial and industrial legislation ; geography and history ; account keeping ; political arithmetic ; commercial arithmetic and book-keeping ; the art of writing ; the knowledge of raw produce and merchandise ; the Italian, French, and English languages and literatures ; caligraphy ; stenography ; elementary and ornamental drawing ; and modelling. The Vienna Institute also teaches the Turkish language, the Persian language, vernacular Arabic, and some other optional subjects. Those branches of instruction which require experimental demonstrations have collections of instruments and cabinets placed under the direction of the professors, as well as an annual fund for keeping them in order, and making additions.

The ordinary and extraordinary pupils receive certificates of attendance, which are delivered by the respective professors, and countersigned by the director. At the end of each year the ordinary pupils may pass examinations in the subjects of the courses they have followed, and their proficiency is proved by certificates which have an official value. The extraordinary pupils may likewise obtain certificates.

In 1859, the number of professors in all the technical institutes was 157, and of auditors 3,531, of whom 752 were free pupils. This total of auditors was thus divided among the different institutes :

	Professors.	Students.	Free Pupils.
Polytechnic Institute of Vienna	54	1,963	723
Do. of Prague	25	617	„
Technical Establishment at Brünn	13	196	„
Technical Academy at Lemberg	11	229	„
Technical Institute at Cracow	14	171	6
Joseph's Polytechnicum at Ofen	24	201	„
Joanneum Polytechnicum at Gratz	16	154	23
		3,531	

Mathematical Faculty at Padua.

This faculty may be classed with technical institutes, its object being to train young men for engineering and other technical professions. The instruction given is altogether practical. Candidates for admission have to produce certificates that they have satisfactorily passed through the complete course of a gymnasium or practical school. The instruction extends over three years, but pupils may remain longer, if, instead of attending all the courses of a year, they leave a part of them for the next year.

1st year's studies.—Introduction to the higher mathematics ; land surveying ; hydrometry ; geometrical drawing ; agriculture ; and natural history.

2nd year's studies.—Higher mathematics, differential and integral calculus ; civil and hydraulic constructions ; descriptive geometry ; architectural drawing.

3rd year's studies.—Applied mathematics ; civil and hydraulic constructions ; architectural and machine drawing ; legislation affecting engineers.

There are also, not for all the students, but only for those who desire a more special instruction, courses on the construction of machines, technology, &c. All the other branches necessary for technical education, such as physics, chemistry, &c., are also fully taught in the faculty of Padua. Engineers have to undergo an examination for the doctorate, before the mathematical faculty in the university, and further, to qualify themselves for the service of the State, they must also pass a special examination in the details of the service.

In the faculty of mathematics there is likewise a class of one year for the instruction of land surveyors and conductors of works. The courses are as follows :—Civil constructions and roads ; geometrical and architectural drawing ; elementary land surveying ; agriculture ; natural history ; and legislation affecting engineers.

The number of students in the mathematical faculty ranges from 250 to 300.

Polytechnic Institute at Prague.

The Polytechnic Institute is intended to give the pupils who follow its studies a fundamental scientific education adapted to the profession they mean to adopt, and to make them so well acquainted with technical and scientific progress that they may be able without further preparation to enter on the duties of practical life. To attain this end, the instruction is distributed in four special divisions :—

A. Division, bridges and roads and civil engineering (*Wasser und Strassenbau*).
B. Division of architecture and civil buildings (*Hochbau*).
C. Division of the construction of machines (*Maschinenbau*).
D. Division of applied chemistry (*Technische Chemie*).

The following is the general programme of the instruction which is common to all the pupils :—

I.—*Mathematics. Three courses of a year each.*

1*st Course.*—Algebra, analysis, elements of differential calculus, analytical geometry, plane and solid (7 hours). 2*nd Course.*—Higher equations, integral and differential calculus, with applications to geometry (6 hours). 3*rd Course.*—Differential equations, variations, calculations of least squares (5 hours).

II.—*Descriptive Geometry.*

1. Orthogonal projections, oblique and polar in general, with a view to technical applications (5 hours) ; drawing of buildings (10 hours). 2. Stereotomy, application of descriptive geometry to cutting of stones and voussoirs (2 hours) ; execution of models in stone-cutting (4 hours).

III.—*Land Surveying.*

1*st Course.*—Surveying, levelling, theory and description of instruments and apparatus (5 hours) ; topographical drawing from models (6 hours) ; practical surveying and levelling in the field (14 days in the year at least). 2*nd Course.*—Contouring ; geodesic levelling (3 hours) ; practice in the field (for 8 days in the year at least).

IV.—*Mechanics and Construction of Machines.*

1. Elementary mechanics, terrestial statics and dynamics, hydrostatics, hydrodynamics, aerostatics and aerodynamics (3 hours). 2. Analytical mechanics, in the summer term (5

hours) ; 3. Mechanics of constructions (3 hours) ; drawing of machines (6 hours). 4. Study of machines, application of mechanics to the theory and the drawing of machines (no time specified). 5. Construction of machines, knowledge of materials, and instruction in certain kinds of machines (5 hours). 6. Encyclopædia of machines, for pupils not destined for any specialty (5 hours), drawing of machines (6 hours). 7. Practical construction of machines in the workshop (at least 4 hours).

V.—*Technological Mechanics.*

Working of metals, wood, textile substances, spinning, manufacture of woollen tissues and of paper (5 hours).

VII.—*Architecture and Civil Engineering.*

1*st Course.*—Mason's and carpenter's work, constructions in iron, materials of formations and stability of buildings (4 hours) ; designs of construction (no time given). 2. 2*nd Course.*—Technical study of edifices, preparatory works, &c. (5 hours) ; drawing of buildings (6 hours). 3. 3*rd Course.*—Project of a large building from a given programme (12 hours) ; 4. Studies of style with drawings (courses of 6 hours each) ; modelling in clay (6 hours).

VII.—*Hydraulic Construction and Road-making.*

1*st Course.*—Foundations, embankments, lakes and canals, construction of roads, resistance of bridges and railways (5 hours) ; drawings of constructions (no time given). 2*nd Course.*—On bridges and railways (5 hours) ; drawing of ditto (8 hours) ; projects of hydraulic constructions and roads from a given programme (8 hours).

VIII.—*General notions on Hydraulic Works and Road-making.*

For pupils not destined for any speciality of construction (5 hours) ; drawing of buildings (6 hours.)

IX.—*General Physics.*

1. Statics, dynamics, magnetism, electricity, heat, optics, acoustics (5 hours). 2. Technical physics : application of physics to technical questions and industry, pyrotechny, telegraphy, galvano-plastics (2 hours).

X.—*General Chemistry.*

1. Raw materials and their uses ; working of metals, alloys ; study of salts ; organic chemistry (7 hours). 2. Analytical chemistry : use of the blow-pipe ; qualitative and quantitative analysis, in winter (5 hours) ; practical analysing in the laboratory (two courses of 15 hours each). 3. Technological chemistry : 1*st Course.*—Chemical fermentation (in winter) ; agricultural chemistry, bleaching and drying (in summer, 5 hours). 2*nd Course.*—Manufacture of sugar (in winter, no time specified) ; manufacture of glass, chemistry of salts (in summer, 5 hours). 4. Chemical encyclopædia, for pupils not intending to follow any chemical specialty.

XI.—*Mineralogy.*

Considerations on the technical and industrial applications (in summer).

XII.—*Geology and Palæontology.*

Considerations on their technical and industrial bearings (3 hours).

XIII.—*Botany.*

Considerations on the technical and industrial applications (in summer, 3 hours).

XIV.—*Zoology.*

Considerations on the technical and industrial applications (5 hours).

XV.—*Free-hand Drawing.*

According to the special objects of the technical studies (4 hours).

The course of special instruction occupies five years for the first three divisions of the first category of pupils (bridges and roads, architecture, construction of machines), and four years for the fourth division (applied chemistry).

The subjects of instruction are spread over the successive years as follows :—

Division A.—*Bridges and Roads.*

First Year.—Mathematics, 1st course (7 hours) ; descriptive geometry (5 hours) ; working drawings (10 hours); general physics (5 hours) ; mineralogy (4 hours); free-hand drawing (4 hours). In all, 35 hours per week.

Second Year.—Mathematics, 2nd course (6 hours) ; land surveying, 1st course (5 hours) ; drawing of plans (6 hours) ; elementary mechanics (5 hours) ; general chemistry (3 hours) ; technical physics (2 hours). In all, 27 hours per week ; and during the summer 14 days practical surveying in the field.

Third Year.—Mathematics, 3rd course (5 hours); analytical mechanics, and description of machines (5 hours); drawing of machines (6 hours) ; architecture (4 hours) ; drawing of buildings (6 hours) ; geology (3 hours). In all, 29 hours per week. Besides geological excursions.

Fourth year.—Road-making and hydraulic works, 1st course (5 hours) ; drawing for ditto (8 hours); architecture, 2nd course (5 hours) ; drawing for ditto (6 hours) ; mechanics of building (3 hours) ; cutting of stones (2 hours) ; practical modelling and stone-cutting (2 hours). In all 30 hours per week.

Fifth year.—Road-making and hydraulic works (2 hours) ; drawings for ditto (8 hours) ; drawing of projects (8 hours) ; technical mechanics (5 hours) ; land surveying, 2nd course (3 hours). In all 25 hours per week, and also at least a week in the year in visiting remarkable engineering works.

DIVISION B.—*Architecture and Civil Constructions.*

First year.—Same as Division A.

Second year.—Same as Division A, plus 6 hours per week for the study of style, 1st course.

Third year.—Same as Division A, plus 2nd course of style (6 hours).

Fourth year.—Same as Division A, plus 3rd course of style (6 hours).

Fifth year.—Architecture and civil constructions, 3rd course, drawing up of projects (12 hours); national economy (5 hours in winter, 4 hours in summer); account-keeping (3 hours); technical mechanics (5 hours); study of style, 4th course (6 hours); modelling (6 hours). In all 33 hours per week, besides visits to interesting constructions.

DIVISION C.—*Construction of Machines.*

First and second years.—Same as Division A.

Third year.—Mathematics, 3rd course, in winter; analytical mechanics, in summer (5 hours); drawing of machines (6 hours); encyclopædia of construction (5 hours); drawing of buildings (6 hours); geology (8 hours). In all 30 hours per week.

Fourth year.—Construction of machines (5 hours); drawing of ditto (10 hours); projects of ditto (5 hours); technological mechanics (5 hours); technological chemistry and metallurgy (2 hours); national economy, in winter (5 hours); account-keeping, in summer (3 hours); practice in workshop (4 hours at least). In all 35 hours, besides visits to great workshops.

Fifth year.—Practice in workshops.

DIVISION D.—*Technological Chemistry.*

First year.—Mathematics, 1st course (7 hours); general physics (5 hours); mineralogy (3 hours' lessons, 1 hour of application); zoology in winter, botany in summer (5 hours). In all 21 hours.

Second year.—General chemistry (7 hours); technical physics (2 hours); general mechanics (6 hours); drawing of machines (6 hours); geology (3 hours). In all 23 hours, besides geological excursions.

Third year.—Analytical chemistry, in winter (5 hours); analysis in laboratory (15 hours); technical chemistry, in winter (5 hours); agricultural chemistry, in summer (5 hours); encyclopædia of construction (5 hours); drawing of buildings (6 hours). In all 36 hours per week in winter, 31 in summer.

Fourth year.—Analysing in laboratory (at least 15 hours); sugar-making, ironworks, glass-making, pottery, and chemistry of salts (5 hours); national economy and account-keeping (4 hours). In all 29 hours per week.

It will be seen that in this programme the instruction given to mechanicians is continued without interruption for four years, and that practice in workshops is required only in the fifth

year, which appears preferable to the plan adopted at Dresden, of obliging the pupils to pass a year in the workshop after the first year's studies. But it is very probable that the pupils content themselves with the third year's study of their division, which, however, the programme seems to render difficult at the end of the first and the second year.

The institute has 20 ordinary professors, 11 extraordinary professors of the first class, 20 tutors, and 6 masters. The number of pupils in 1862–63 was as follows :—

Natives of	Prague - - -	120
„	Bohemia - - -	575
„	Moravia - - -	14
„	other parts of the empire -	38
		747

The age of the pupils ranged from 16 to 25, the great majority (526) being between 19 and 23.

The Prague Institute possesses numerous collections well supplied with the necessary appliances for teaching. They consist of—1. A library with from 10,000 to 12,000 volumes. 2. Complete sets of models for descriptive geometry, models of surfaces generated by straight lines, &c. 3. Instruments for topography, surveying, and levelling for the use of the pupils ; topographical models in relief (Bardin's system). 4. Models of machines in great number and variety ; parts of machines ; apparatus to demonstrate the laws of falling bodies ; dynamometers ; divers prime movers. 5. Instruments for physical experiments, comprising most of the new inventions in that department. 6. Technology —different tools ; raw products, &c. 7. Architecture—models in plaster ; handsome models of suspension and other bridges in wood, iron, &c. ; models of roofs and other carpenter's work. 8. Agriculture — well-executed models of farming machinery and implements. 9. Natural history and mineralogy—collection of minerals and rocks placed at the disposal of the pupils ; birds, reptiles, &c.

The institute has, for the study of applied chemistry, a very complete laboratory, in which 40 pupils can simultaneously perform the principal manipulations. The Prague Institute is the one where we found linear drawing in the greatest perfection. The lines are fine and light ; all the various kinds of working drawings are executed there, and the projects of public works, buildings, and machines are carefully got up.

Vienna Polytechnic Institute.

This institute, standing in one of the new quarters of the capital, is a very large establishment, with very extensive and complete collections, well classified, and kept in excellent order. They are open to the public on Sundays. There are at present 17 ordinary and 20 extraordinary professors, with 900 pupils, who study for five years, and pay 24 florins a year, but about one third of them are exhibitioners. The collections consist of

models of bridges, locks, &c. of boats, vessels, carriages of all kinds, hoisting apparatus, and weighing machines; dividing machines of various descriptions, hydraulic machines and apparatus, waterwheels, turbines, water-pressure machines, &c., stationary steam-engines, steam hammers, apparatus and machines for raising water; philosophical balances, dynamometers, clocks, locomotives, steam-boilers; a handsome model of Stephenson's slide; steam-boats, steam-dredgers; instruments for natural philosophy, barometers, optical instruments; an apparatus for firing mines, electrical machines, &c. &c. There is also a very extensive technological collection of raw products, tools, and manufactures of all kinds, including many very curious articles, some of which, owing to their perishable nature, have to be renewed occasionally. Very numerous collections of well-executed drawings, pasted on canvas, are placed at the disposal of the professors for their lessons.

The spacious, well-lighted, and ventilated class-rooms offer the pupils all the space necessary for the execution of their drawings. A workshop, in which 12 men are employed, manufactures and keeps in repair the instruments for topography, and land surveying necessary for the service of the institute; and as the master is authorized to sell his productions to the public, he receives no emolument from the institute beyond the free use of the workshop and tools. A very complete laboratory, with stoves ventilated to carry off the vapours, is large enough to accommodate from 40 to 50 pupils, distributed round tables, each with room for 10. To prevent the waste of re-agents the pupils have to pay for all they use.

According to the new statutes for the Vienna Polytechnic Institute, this establishment is intended to give theoretical instruction, as profound and practical as possible, in the sciences necessary for the various categories of pupils. The course of instruction consists of a preparatory division comprising two years' studies and four special divisions, viz. :—1. Bridges and roads. 2. Architecture. 3. Construction of machines. 4. Chemistry. The teaching commences on the 1st of October and ends on the 31st of July. It is divided into courses of a year, and courses of half a year.

The subjects taught are divided into six distinct branches, which are :—

A. Mathematics, descriptive geometry, practical geometry, higher land surveying, spherical astronomy, technical mechanics, analytical mechanics, general physics, technical physics, inorganic chemistry, organic chemistry, analytical chemistry, mineralogy, geology, zoology, paleontology, and botany.

B. Study of machines, general elements of machinery, construction of machines, mechanics relating to construction, general elements of the construction of buildings, architecture and the art of building; bridges and roads, railways, description of soils; technical chemistry, knowledge of merchandise, agricultural and forest economy.

C. General history, history of Austria, history of the building art, history of the inductive sciences; German literature;

æsthetics, political economy, statistics ; mercantile law, law of exchange, maritime law ; Austrian organization and administration ; book-keeping.

D. Technical and free-hand drawing ; decoration, and drawing of ornaments ; landscape drawing ; modelling.

E. French, Italian, and English languages, ; stenography.

These subjects are distributed between the preparatory and special divisions, and nearly the same number of hours is allotted to each, as in the Prague Institute just described. The lessons in botany, zoology, geology, mechanical and chemical technology, construction of machines, art of building, and in the agricultural sciences, are followed by excursions and visits to establishments. The practical course of geometry is also terminated by important field operations.

The following is the programme of the studies with the number of hours per Week allotted to each subject, both in the summer and winter terms :—

Preparatory Division.

	Winter.		Summer.	
	Lessons of 1½ hours each.	Hours devoted to drawing.	Lessons of 1½ hours each.	Hours devoted to drawing.
First Year.				
Mathematics (1st course)	5	—	5	—
Descriptive geometry	3	8	3	8
Inorganic chemistry	2	—	2	—
Mineralogy	3	—	—	—
Geology	—	—	3	—
Technical and free-hand drawing	—	6	—	8
Total	13	14	13	14
Second Year.				
Mathematics (2nd course)	3	—	3	—
General physics	2	—	3	—
Technical mechanics	3	—	3	—
Practical geometry	3	6	3	6
Technical and free-hand drawing	—	8	—	10
Total	11	14	12	16

I.—*Division of Bridges and Roads.*

First Year.				
Stereotomy and perspective	—	—	3	6
Surveying	3	—	2	—
Analytical mechanics	3	—	—	—
Elements of machinery	3	6	3	6
Construction (1st course)	4	8	4	8
Total	13	14	12	20

I.—*Division of Bridges and Roads*—cont.

	Winter.		Summer.	
	Lessons of 1½ hours each.	Hours devoted to drawing.	Lessons of 1½ hours each.	Hours devoted to drawing.
Second Year.				
Technical physics	2	—	2	—
Applied mechanics	3	—	—	—
Mechanism	2	—	2	—
Land surveying	—	—	1	4
Bridges and roads	3	—	3	—
Projects and construction	—	15	—	15
Total	10	15	8	19
Third Year.				
History of constructive art	3	—	—	—
Organization of construction	1	—	—	
Construction of bridges	2	—	2	—
Construction of railways	2	—	2	—
Projects	—	15	—	20
Total	8	15	4	20

II.—*Division of Architects and Builders.*

First Year.				
Stereotomy and perspective	—	—	3	6
Elements of machinery	3	6	3	6
Constructive mechanism	2	—	2	—
History of constructive art	3	—	—	—
Architecture (1st course)	4	8	4	8
Total	12	14	12	20
Second Year.				
Technical physics	2	—	—	—
Applied mechanics	3	—	3	—
Elements of construction	—	—	3	6
Architecture (2nd course)	5	—	5	—
Architectural drawing and projects	—	14	—	14
Total	10	14	11	20
Third Year.				
Organization of construction	1	—	—	—
Architecture (3rd course)	3	—	3	—
Projects	—	15	—	15
Total	4	15	3	15

III.—*Division of Mechanicians.*

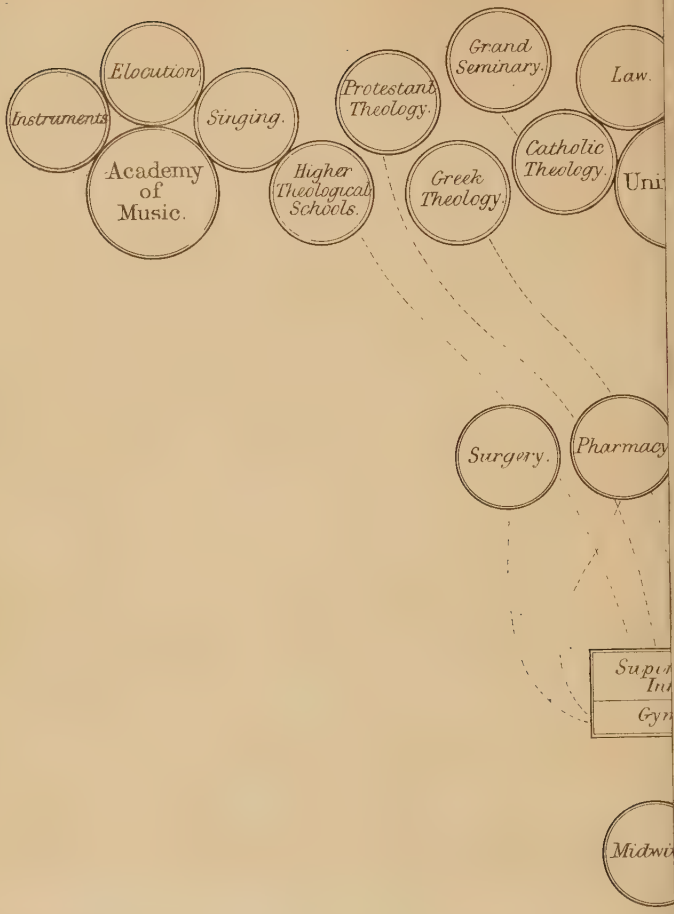
	Winter.		Summer.	
	Lessons of 1½ hours each.	Hours devoted to drawing.	Lessons of 1½ hours each.	Hours devoted to drawing.
First Year.				
Technical physics	2	—	2	—
Elements of construction	3	6	3	6
Analytical mechanics	3	—	—	—
Machinery	—	—	4	—
Machine construction	3	—	3	—
Manufacture of machines	—	10	—	10
Total	11	16	12	16
Second Year.				
Constructive mechanism	2	—	—	—
Applied mechanics	3	—	3	—
Apparatus for warming and lighting	1	—	—	—
Metallurgy	2	—	—	—
Machine construction	3	—	3	—
Projects and manufacture	—	15	—	15
Total	11	15	6	15

IV.—*Division of Applied Chemistry.*

First Year.				
General physics	2	—	3	—
Applied mechanics	3	—	3	—
Botany	—	—	3	—
Zoology	3	—	—	—
Organic chemistry	2	—	2	—
Analytical chemistry	1	—	—	—
Manipulation in the laboratory	—	10	—	10
Total	11	10	11	10
Second Year.				
Technical physics	2	—	2	—
Elements of construction	3	—	—	—
Technology of mechanics	3	—	3	—
Acquaintance with raw materials	—	—	2	—
Metallurgy and salt works	2	—	1	—
Materials for heating and lighting	1	—	—	—
Manufacture of salts, glass, &c.	—	—	3	—
Manipulation in the laboratory	—	10	—	10
Total	11	10	11	10
Third Year.				
Elements of machinery	3	—	3	—
Printing, dyeing, bleaching, &c.	5	—	—	—
Fermented liquors, manufacture of sugar, soap, stearine, &c.	—	—	5	—
Manipulation in the laboratory	—	15	—	15
Total	8	15	8	15

PALL MALL

DIAGRAM OF THE



On considering the educational statistics of the Austrian empire it appears that the pupils are very unequally apportioned among the different technical institutes of the country, a fact which explains the difference in the amount of the expenditure of each. This, in 1862, amounted at Vienna to 110,960 florins; at Prague, to 41,000 florins; and in the other towns to 20,000 and between 30,000 florins. These figures, compared with the number of pupils, show that at Vienna each pupil costs about 56 florins, and at Prague 66 florins.

The yearly school fee is only $1\frac{1}{4}$ florins per hour's lesson per week or $37\frac{1}{2}$ florins, when the hour's lessons are 30 per week, and this number constitutes the complete special instruction. Many pupils are admitted gratuitously, and some few even receive pecuniary assistance to pay for their board and lodging. The following is a table giving the expenses at each establishment:—

Heads of Service.	Vienna.	Prague.
	Florins.	Florins.
Salaries of director and sub-director	5,400	630
Professors of the technical divisions	33,000	25,400
Officers, clerks, &c.	7,500	—
Industrial school of drawing	9,300	—
Expenses of administration	30,000	4,400
Collections and laboratories	8,400	4,000
Library	2,100	1,000
Lighting, firing, and cleaning	9,600	3,600
Repairs of buildings	5,000	2,000
Florins	110,300	41,030

The produce of the school fees and other receipts is, at Vienna, 18,850 florins, and at Prague 7,200 florins, about one-sixth of the whole; the rest is paid by State, the provinces, and towns.

A diagram in the form of a genealogical tree on the opposite page, gives a synopsis of the arrangement of the State educational institutions in Austria. It has been copied from a report on the schools of Vienna (*Bericht über die Austellung von Schul und Unterrichts-gegenständen in Wien*), presented in 1862 to the Chevalier de Schmerling by Baron Helfert.

In this diagram we see clearly represented the system, still so imperfectly understood in England and France, of the separation of the pupils. Thus after following their elementary studies together as far as a certain point, they take different directions, some going to the gymnasia to continue those of literature, others to the practical schools specially intended for the study of the applied sciences.

In the gymnasia a similar separation takes place. Their lower classes prepare pupils for the schools of apothecaries, druggists,

the veterinary art, and clerkships, as well as for the lower agricultural, forest, mining, commercial, and industrial schools, whilst the upper classes lead to the universities and studies of a high order, to the faculties of Catholic theology, law, medicine, and philosophy, or in other cases to the Protestant, Greek, or other theological schools, and to what are called the academies of law, of oriental languages, and of rabbis. Lastly, these higher gymnasia also send pupils to the polytechnic institutes, and to the forest, mining, and agricultural academies.

In like manner the practical schools are divided into two categories: those of the lower order also lead to the special school for agriculturists, forest officers, miners, merchants, and manufacturers; those of the higher degree direct their pupils towards the polytechnic institutes, and thence towards the special divisions of civil constructions, bridges and roads, applied mechanics, and chemistry. In common with the higher gymnasia, they also lead to the academies for agriculture, forests, mines, and especially to those for the navy and commerce.

On the other hand, we see part of the children who have attended the primary schools proceed directly on leaving them to special practical schools of a humbler kind; as in the case of females, to the schools of midwifery, the higher schools for girls, and the normal schools for governesses; while the boys go to the Sunday schools, the schools for agriculturists, vine growers, gardeners, pilots, and miners. In the same rank as the primary schools, but distinct from them, stand the asylums which receive the blind and the deaf and dumb.

Besides these there are establishments of a totally different kind, viz., those devoted to the fine arts, such as the Conservatory of Music, with its schools of elocution, singing and instrumental music, the academy of fine arts, and the schools of painting, architecture, and sculpture.

This summary exhibits a completely organized system of education meeting all the requirements of the different classes of individuals of whom society is composed, and allowing every one to acquire, for the most part at little cost, the instruction suited to his capacity and position, which enables him at once to enter on the active duties of life.

SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS OF THE KINGDOM OF BAVARIA.

Primary Instruction.

Following the example of Prussia and Austria, primary instruction was made compulsory in Bavaria by a decree dated 9th July 1856, as regards children from six to 13 years of age. In the application of this decree allowances are made for the local and peculiar difficulties which may be opposed to its prescriptions; but in towns where such exceptional circumstances are rarely found, its enforcement is far more strict.

The master is bound to report the number of absent pupils to the magistrate charged with the supervision of the schools. A messenger is sent to ascertain the more or less valid reasons alleged in excuse, and a decision is taken inflicting a reprimand, a punishment, or a fine. None but the very poorest inhabitants are entirely exempt from paying the school fees, the amount of which, ranging from 7*d.* to 2*d.* per week, is fixed for each pupil by a special commission. According to an article of a decree dated 17th May 1860, parents of Christian communions whose children receive primary education at home or in private schools have to pay a yearly contribution of 3fl. 12kr.

The Bavarian primary schools generally have four classes, to which, in some places, as at Munich for instance, two higher classes are added under the designation of *improving* classes, in which children terminate their primary instruction in their twelfth or thirteenth year.

There were, in 1864, 8,260 primary schools for a total population of 4,500,000 inhabitants, which gives nearly two schools for every 1,000 souls. They are attended by 284,788 boys and 290,426 girls, in all 575,214 children, which corresponds to 1·44 schools for every 100 children between six and 12 years of age, or an average of 69 pupils for each school. Taking the whole kingdom, there is one primary school for every 570 inhabitants. The city of Munich alone, which contains about 100,000 inhabitants, has 21 primary schools of six classes, of which 10 are for boys, with 4,944, and 11 girls' schools, with 5,229 pupils, making a total of 10,203 pupils, which corresponds to about five schools per 1,000 inhabitants, and to an average of 486 pupils per school, and to 81 for each class. The teaching staff is composed of 170 masters and mistresses, or about eight teachers for each school, and an average of 60 pupils for each teacher, including the special masters for the two improving classes, such as professors of French, drawing, needlework for girls, &c.

The law, which makes primary instruction compulsory, without

any exception, is so well observed that there is scarcely any difference between the number of children bound to go to school and of those who actually attend.

In 1864, out of the recruits who joined the army, the number who could *read and write but imperfectly, or only read*, was but 8 per cent., a fact which proves the efficacy and the strict observance of the law.

The total expenditure of the kingdom of Bavaria amounts to 46,720,597 fl. Of this sum the State devotes to public instruction, science and art, the following items:—

Ministry of Public Instruction.

	Florins.	
Latin schools, gymnasia, lyceums - -	53,169	
Grants to primary schools - - -	414,113	
Supplements to salaries of teachers - -	16,000	
Deaf and dumb, blind, rickety children -	10,000	
Grants to educational establishments for teaching of music - - - -	15,381	
Higher scientific instruction - - -	377,020	
Fine arts - - - - - -	16,824	
		902,507

Ministry of Trade and Manufactures.

Practical gymnasia and Polytechnic School -	110,000	
Veterinary schools - - - - -	16,521	
Higher agricultural schools - - -	12,057	
		138,578
Total expenditure for education -		1,041,085

or about 0·022 of the whole expenditure of the kingdom. It is necessary, however, to observe that the primary, the industrial, the lower agricultural schools, and in general everything connected with the lower technical instruction, is considered as belonging to provincial and parish expenditure.

Technical Instruction.

The system of industrial education adopted in 1864 has recently undergone important modifications, which have been suggested by experience, and are well deserving of attention. In the order of things established in virtue of a new law which was passed after long discussions, the trade schools were to draw one part of their pupils from those educated in the primary schools, and the other from those of the Latin schools, which have four classes; the pupils from the latter, however, were to begin with the second year's course of studies. On the other hand, the instruction given in the trade schools, which have been somewhat ambitiously called *scientific gymnasia*, was of an order high

enough to enable those who had received it entire to enter the polytechnic institutes.

But the differences in the origin and preparation of the pupils of these schools opposed a serious obstacle to the progress of the teaching, and it was likewise ascertained that, if the pupils who entered polytechnic institutes from the literary gymnasia appeared at first inferior to the others for scientific studies, they generally, at a later period, attained the superiority over those from the scientific gymnasia. The pupils from these last-named establishments were also open to the reproach of not possessing sufficient literary instruction, of being unable to express their thoughts in a clear and elegant style, and of being common-place both in thought and language. Five years since the Bavarian Council of Bridges and Roads had decided on admitting into the body of government engineers none but those who, before entering the Polytechnic School, had followed the complete course of the literary gymnasia. The Administration of Mines had also constantly required the same qualifications.

One of the distinguished men who for many years past have studied this important question, has explained the change which had come over his ideas on this matter. Being a devoted friend and successful cultivator of the sciences, he was persuaded that their study, the habit of following their methods of explaining and of applying their results, was calculated, as well as the culture of letters, to develope the intelligence and form the habit of clearly expressing thought in good language, at the same time that it was capable of giving a higher tone to mind. While professing chemistry, physics, and natural history in one of the first trade schools of the kingdom, he had strenuously supported this opinion, which greatly contributed to procuring him the appointment of professor in the Munich Polytechnic Institute, still retaining his chair in the trade school. In the first-named establishment he had to deal with pupils from the trade school or scientific gymnasium, and also with those from the literary gymnasium. But he soon made the discovery that though the pupils trained to scientific studies appear at first most competent to follow out their applications, those who come from the literary gymnasia, after completing their studies there, were not long ere they surpassed the others. This personal experience, after long and conscientious observation, won over this eminent professor to the opinion that the culture of letters gives the mind a clearness of conception and expression most favourable to the study of the sciences.

The experience of the military schools at Metz and Saint-Cyr in France has long since shown that the pupils who have been so fortunate as to combine advanced literary acquirements with the study of the sciences are nearly always those who attain most distinction in after-life.

The result of the criticism and discussion to which the old system gave rise is embodied in the new system which makes the trade schools (*Gewerbe Schulen*) a continuation of the primary schools, to prepare pupils for the schools of agriculture, commerce,

and ordinary industry. By the side of the literary gymnasia for classical studies there are now practical gymnasia(*Real gymnasien*) which impart a literary and scientific instruction sufficient for pupils who intend to enter the polytechnic institutes. This system is almost identical with that adopted in France in 1852, chiefly with a view to the literary instruction of youth destined for the public services, with this fundamental and advantageous difference, however, that in Bavaria the two kinds of establishments are separated instead of being united.

Under the present system the establishments for technical education are divided into—

1. Industrial or trade schools (*Gewerbe Schulen*), to which, according to local requirements, may be annexed special divisions for commerce, agriculture, &c.

2. Practical gymnasia.

3. A polytechnic school comprising four special divisions :— For constructions ; technical mechanics ; technical chemistry ; and commerce.

Industrial or Trade Schools.

These schools (*Gewerbe Schulen*) receive pupils from 10 to 12 years of age, on their leaving the primary schools (*Volk Schulen*), and are intended to give only a degree of instruction sufficient to prepare for the lower departments of industry. They comprise three years' study, to which, if considered desirable by the local administrations, a fourth year may be added, corresponding to the schools of agriculture and commerce, to which one year must also be devoted.

The following is the programme of these schools :—

Subjects of Instruction.	Hours' Lesson per Week			
	1st Course.	2nd Course.	3rd Course.	Totals.
Religion	2	2	2	6
German language	5	4	3	12
Geography	2	2	—	4
History	2	2	2	6
Arithmetic	5	—	—	5
Elements of natural history	4	4	—	8
Drawing and modelling	8	8	6	22
French language	2	2	2	6
Algebra	—	2	3	5
Geometry and trigonometry	—	4	2	6
Descriptive geometry	—	—	2	2
Physics	—	—	2	2
Chemistry	—	—	2	2
Elements of mechanics	—	—	4	4
	30	30	30	90

School of Commerce.

This school, which is merely a supplementary addition to the trade school, requires its pupils to follow the first two years' studies of the latter, and one year devoted to special subjects in three courses: the first for the French language and caligraphy; the second for commerce, arithmetic, and commercial science; with continuation of the study of French; the third for the continuation of commercial science and French; and comprising, in addition, the study of the English language, commercial geography, and the history of commerce.

School of Agriculture.

This school, like the preceding, is a special division of the trade school. After the first two years of the latter the pupils who intend to become agriculturists must pass a year in this division, where they follow three courses:—The first for the study of agricultural science and drawing; the second a continuation of the first, with the addition of arithmetic applied to agriculture; the third, also a continuation of the preceding, with applied geometry in addition. It is evident from these programmes that the instruction given in these schools is of no very high order.

In addition higher agricultural instruction is given in a special establishment, the school of Weihenstephan, of which an account will be found further on.

Altogether there are in Bavaria 30 industrial and agricultural schools, in 29 of which the course of study extends over three years.

The classical and literary instruction of the country is given for the elementary Latin classes, in seventy schools, called *Latin-schools* (*Latein schule*), and in twenty-eight complete gymnasia, comprising also the elementary classes of the preceding.

Practical Gymnasia (*Real Gymnasien*).

There are five gymnasia of this kind, four of them in the provinces east of the Rhine, and one in those lying west of that river. Their object is to give, in four years' study, after the elementary Latin schools, a literary and scientific education to pupils who intend to take situations in different branches of the public works, as well as to those who pursue engineering as a profession in private firms. The instruction required for admission into the practical gymnasia is such as may be obtained in the elementary Latin schools, viz., religion, the German language, history, geography, elementary mathematics as far as algebra, and an elementary acquaintance with Latin and Greek. The study of the dead languages is continued during the whole four years.

The number of hours per week devoted to the different subjects of instruction are:—

	Hours per Week.	
For literature:		
German language	9	
Latin	14	
French	14	
English	4	
History	4	
Geography	5	
	—	50
For drawing		24
For the mathematical sciences:—		
Geometry	7	
Algebra	9	
Trigonometry	2	
Descriptive geometry	5	
Higher mathematics	4	
	—	27
Mineralogy, natural history, and physics		14
Religion		8
		123

So that instruction in religion and literature occupies about one-half of the time, and that in the different sciences the other half.

The pupils who, on leaving these schools, receive a certificate of maturity, are admissible to the polytechnic institutes.

Polytechnic Institute (*Polytechnicum*).

According to the new organization adopted for industrial education in general, the instruction at the Munich Polytechnic Institute is divided among the four following specialties:— 1. Constructions. 2. Technical mechanics. 3. Technical chemistry. 4. Commerce.

The courses are distinguished into common and special. For the first two divisions, the common courses lasts two years, and the special courses the same space of time. The third division, for chemists, follows the common course during the first year, and then devotes two years to special courses. The fourth division, for commerce, is bound to follow the first year of the common course, and has only one year's special course.

The subjects of the different branches of instruction, and the

number of hours devoted to them weekly are exhibited in the following general programmes :—

Common Instruction.	1st Half-year. Hours' Lessons per Week.	2nd Half-year. Hours' Lessons per Week.
First Course.		
Analytical geometry	3	3
Differential and integral calculus	4	4
Analytical mechanics	5	5
Mathematical physics	6	—
Applied physics and experiments	—	6
Elements of construction of buildings	6	6
Elements of construction of machines	6	6
Free-hand drawing	6	6
Elementary mechanics	5	5
Zoology	5	—
Botany	—	5
Political economy	4	—
Languages — French	3	3
Languages — English	3	3
Languages — Italian	3	3
History of German literature	2	2
Second Course.		
Applied mechanics	5	5
Application of descriptive geometry	3	3
General chemistry	4	—
Special chemistry	—	4
Palæontology	4	—
Geology	—	4
Designs of buildings (details and forms)	6	6
Designs of machines, elements of construction	6	6
General knowledge of machines	6	6
Constitutional law, and laws concerning buildings	4	—
Languages — French	3	3
Languages — English	3	3
Languages — Italian	3	3
Totals	108	100

Technical Division.

1*st. Division for Construction.*—For admission to this division, pupils must be proficient in the following parts of the two preceding general courses :—Analytical geometry; the differential and integral calculus ; analytical and applied mechanics ; mathematical and applied physics; general and special chemistry ; the application of descriptive geometry ; palœontology; physical geography; drawing for construction of buildings and machines; free-hand

drawing; and political economy. The following is the programme ;—

	1st Half-year. Hours' Lessons per Week.	2nd Half-year. Hours' Lessons per Week.
FIRST COURSE.		
Common to architects and building engineers.		
General notions on civil buildings	2	2
Building materials and salubrity of houses	—	4
Cost price, estimates, and contracts	4	—
Drawing topographical designs	4	4
Special instruction for architects.		
Styles and history of architecture	4	4
Projects of large buildings	14	14
Drawing the figure and landscapes	4	4
For building engineers.		
Construction of bridges	4	4
Projects of bridges	8	8
Surveying and hydraulics	6	6
Knowledge of machines	4	4
SECOND COURSE.		
Instruction common to architects and building engineers.		
Projects of large buildings	6	6
Projects of construction in civil engineering	6	6
Stone-cutting and modelling	4	—
Laws affecting buildings	—	4
Special instruction for architects.		
History of architecture	2	3
Elements of the art of constructing roads, bridges, and hydraulic works	2	2
Mensuration	—	4
Projects of large buildings	12	8
For building engineers.		
Art of constructing roads and hydraulic works	6	6
History of civil engineering	2	2
Projects of engineering works	8	8
Totals	102	103

2nd. Division for Mechanics.—For admission to this division pupils must be proficient in the following branches of the two preceding general courses :–The integral and differential calculus ; analytical geometry ; the applications of descriptive geometry ;

mathematics and applied physics; drawing of buildings and machines; general knowledge of machines; general and special chemistry; geology.

	1st Half-year. Hours' Lessons per Week.	2nd Half-year. Hours' Lesson per Week.
First Course.		
Knowledge of machines	5	5
Systems of transmission of movement	3	3
Construction of machines	4	4
Projects of constructions	8	8
Knowledge of materials	4	—
Technical physics, pyrotechny	4	—
Mensuration	—	4
Drawing of plane	—	2
Political economy	4	—
Excursions	—	4
Second Course.		
Knowledge of machines	4	4
Construction of machines	4	4
Projects of constructions	8	—
Hydraulic constructions, and railways	3	8
Levelling, gauging, measuring the force of water-courses	—	—
Building of manufactories	—	4
Metallurgy	5	3
Technology (manufactures, constructions, machines, tools)	5	—
Excursions	—	5
Totals	61	58

3rd. Division of Technical Chemistry.—For admission to this division pupils must be proficient in the following branches of the two general courses:—Zoology; botany; palœontology; geology; mathematics and applied physics; general and special chemistry; drawing of buildings.

	1st Half-year. Hours' Lessons. per Week.	2nd. Half-year. Hours' Lessons per Week.
First Course.		
Elementary mechanics	5	5
Technical physics, theory of heat	4	—
Technical chemistry	5	5
Elements of machine drawing	6	6
Knowledge of building materials	—	4
Political economy	4	—
Manipulation in the laboratory	—	—

	1st Half Year, Hours' Lessons per Week.	2nd Half Year. Hours' Lessons per Week.
SECOND COURSE.		
General study of machines	6	6
General study of civil buildings	2	2
Metallurgy, mining	5	—
Physical chemistry	5	—
Technology	5	5
Manipulations in the laboratory	—	—
Totals	47	33

4th Division of Commerce.—The following is the programme;—

	1st Half-year. Hours' Lessons per Week.	2nd Half-year. Hours' Lessons per Week.
Study of commerce and accounts	6	2
Commercial geography and statistics	2	2
History of commerce	—	3
Legislation relating to commerce and exchange	—	—
Commercial arithmetic	3	2
Political arithmetic	—	3
Knowledge of merchandise	3	2
Mechanics (as connected with conveyance)	—	—
Political economy	4	—
Constitution and administrative law	4	—
Languages — French	3	3
Languages — English	3	3
Languages — Italian	3	3
Commercial correspondence in French and English	—	3
Totals	31	26

The Munich Polytechnic Institute is installed in spacious premises; the amphitheatres and class-rooms are very large and well-lighted; the laboratories for the chemical students afford every convenience for practising manipulations. The rooms for drawing are provided with a fine collection of models in relief for the pupils to copy. The collections of models of machines and constructions are very extensive, and those of large bridges and works of art present specimens of all the newest arrangements. In 1864, the Munich Polytechnic Institute had 172 regular pupils and 102 free auditors. In 1862–63, there were 164 of the former, and 97 of the latter. The number of professors is 11, with four masters or assistant professors.

Polytechnic School at Nüremberg.

Under this name there is at Nüremberg an establishment for technical instruction, which counts 10 titular professors, 2 assistant professors, 59 regular pupils and 33 free pupils. The mechanicians' division comprises from 20 to 24 pupils. The instruction extends over three years; but, as a general rule, the majority of the pupils leave the school earlier to enter on secondary positions as mechanical engineers, builders, or chemists; those who aspire to higher positions complete their studies at the Munich Polytechnic Institute. The workshops attached to the school receive a few pupils who work from 20 to 30 hours a week.

The mathematical teaching in this establishment is of a high order, perhaps higher than is required for the end in view; and, considering the requirements of local industry, a single polytechnic institute, like that at Munich, appears to us sufficient; it would even be advantageous to transform this one at Nüremberg into a practical gymasium or a trade school.

High School of Drawing at Nüremberg.

In this town, so noted for its various manufactures, there are several drawing schools of different degrees, according to the trade the pupils intend to follow. The first and most important is the higher school of industrial drawing conducted by M. Kröling. It is justly regarded in Germany as the one which has rendered most services to industry. In order that the pupils may, in a few years, acquire some real skill, none are admitted but those who have already attained considerable proficiency, The principle adopted by the professor of this school is that, in order to form good industrial draughtsmen, the pupils must pass through all the degrees of artistic drawing, so that they may be able, in the very varied and different combinations required by manufacturers, to blend judiciously and harmoniously all the various kinds, without there being any necessity, as too often happens, for having recourse to one artist for the architectural part, to another for the figures, and to a third for the ornaments, &c.

As for the method of teaching, it is exclusively based on drawing from models in relief, graduated according to the proficiency of the learners, and advancing from the simplest models to the finest left by ancient art, and then to nature. The talented director expresses his antipathy to copying from lithographs, which he regards as caligraphy, not drawing. In accordance with these principles, he has formed for his pupils very fine and very complete collections of models. The teaching is distributed in three divisions:—1, drawing of ornament; 2, drawing from the antique; 3, drawing from nature. After attaining proficiency in drawing, the pupils pass on to modelling and sculpture in wood and stone; then, as soon as they have attained a certain degree of skill, they have to compose designs, and to model and carve them.

The general opinion of the persons who have made a study of questions connected with teaching, not only in Bavaria, but also in other parts of Germany, is that the Nüremberg school has contributed more than any other to the progress of the national industry. This progress is especially manifest in the very decided improvement in the manufacture of children's toys, which are one of the staple productions of the country. For some years past, the improvement in the forms of the articles, whether moulded in clay or sculptured in wood, with which the Nüremberg manufacturers supply the shops of Paris, has shown us that great progress must have been made in the teaching of drawing, and ample confirmation of this opinion may be obtained on visiting the higher drawing school of this town. The Parisian manufacturers, though superior in other matters dependent on the arts of design are, with regard to children's toys, very inferior to the Nüremberg artisans.

As a preparation for the higher drawing school, there is an elementary school with courses occupying two years. The first, of eight hours' lessons per week, is entirely devoted to free-hand drawing, beginning with exercises on straight lines and curves, on plane surfaces, on symmetrical and regular bodies, and on simplex and complex ornaments, finishing with compositions. The second course, of six hours per week, is devoted to drawing ornaments, to drawing from the round, from the antique, and also to drawing furniture.

Sunday School (*Sonntags-handwerkerschule*), at Nüremberg.

The establishment founded under this title combines the teaching of drawing, modelling, sculpture, and engraving, with elementary instruction in geometry, arithmetic, physics, and chemistry. The first and most important part of the curriculum is connected with the arts of design. The first and second courses, graduated according to the capabilities of the pupils, are devoted to free-hand drawing, ornaments, architectural drawing, with or without shading, figure drawing, geometrical drawing, and tinting in Indian ink. The third course has four divisions, according to the special destination of the pupils: the first division comprises everything connected with buildings, from the first details of masons' and carpenters' work to the types and styles of architecture; the second is devoted to joiners' work; the third to turners in wood or metal; the fourth to divers trades.

The second part of the curriculum teaches modelling in wax, clay, or plaster, engraving, and sculpture. The third is devoted to arithmetic and geometry applied to mensuration of superficies, solids, and to plotting. The fourth imparts the rudiments of physics and mechanics, so far as applicable to local industries. The fifth and last treats of industrial chemistry. These courses were attended, in 1864, by 228 pupils for drawing, and 1,354 hearers for the other courses.

SCHOOL OF AGRICULTURE AND INDUSTRY (*KREIS-LANDWIRTHSCHAFT UND GEWERBESCHULE.*)

Under this title Nüremberg has two educational establishments one for agriculture, the other for the industrial arts.

The School of Agriculture (*Kreis - landwirthschaftschule*) comprises:—1. A preparatory school. 2. A school of husbandry. 3. A school of agricultural science.

The first of these is intended to receive lads whose education has been neglected, and in it they are taught the following subjects:—

	Number of Hours per Week.
Religion	2
Principles of theoretical agriculture	2
Practical agriculture	4
Arithmetic	4
Reading	1
Caligraphy	4
German language	4
Geography	2
Natural history	2
Drawing	8
Total	33

The school of husbandry is intended to educate farmers, bailiffs, and managers. The instruction occupies a year, and embraces the following subjects:—

	Number of Hours per Week.
Religion	2
German language	4
Chemistry	2
Arithmetic	4
Geography	2
Drawing	3
Caligraphy	4
Theoretical agriculture	6
Practical agriculture	4
Total	31

The school of agricultural science is intended to render young men capable: 1, of managing and cultivating farms of moderate size; 2, of being admitted into a central school of agriculture, or into the Munich Veterinary School. The instruction occupies three years, and there were in 1862–63—39 pupils of the first, 18 of the second, and 15 of the third year; in all 72 pupils.

These numbers show that less than one-half of the pupils go through the whole course of studies. The school of husbandry had only two pupils, the preparatory school eight, which makes a total of 82 pupils, for whom there are 13 professors and three masters.

The programme of the school of agricultural science is as follows :—

Subjects taught.	Hours per Week.		
	1st year.	3d year.	2d year.
Religion	2	2	2
Theory of agriculture	5	7	4
Practical agriculture	12 to 30	12 to 20	12 to 30
Zoology	2	—	—
General and special botany	2	—	—
Pure mineralogy	—	—	1
Applied mineralogy	—	—	4
Physics	—	3	—
Chemistry	—	2	—
Arithmetic	4	4	—
Geometry	—	2	3
German language	4	4	3
Geography	4	—	—
Free-hand and linear drawing	6	4	4
Caligraphy	4	—	—
Anatomy and treatment of domestic animals	—	—	2

Central School of Agriculture at Weyhenstephan.

This establishment, which constitutes the Bavarian high school of agriculture, is intended to give theoretical and practical instruction to fit young men for the management of large farms and for the dependent industries. The studies last two years, and the instruction is given by nine professors and two assistant professors. The youths who attend this school are divided into two classes ordinary pupils and free auditors. There are about 20 of the former and 40 of the latter. To be admitted, the candidate must have attained 16 years of age, have followed the studies of an agricultural school (*Landwirthschaft Schule*) or of a trade school ; he must also know enough Latin to understand the value of the terms borrowed from that language, and be able to undergo an examination on the subjects taught in those schools.

Owing to local circumstances the pupils are, contrary to the general usage in Germany, received as boarders; Bavarian subjects for 125 florins per half year, and foreigners for 150 florins. This charge includes teaching, board, and lodging; books and school necessaries the pupils find themselves. They also have to pay 2 florins per half year for the reading room. The free pupils pay 35 florins per half year for each course they follow, and may

obtain a certificate relative thereto. The courses begin on the 1st of October and end on the last day of of August, with a fortnight's vacation at Easter. At the end of the year, examinations are held and the deserving pupils receive certificates of aptitude.

The school is established on the royal domain of Weyhenstephan, which contains about 938 acres of arable and pasture lands. The live stock comprises all kinds of domestic animals, and there are also :—

Experimental fields for various cultures. A brewery and distillery. A nursery. A hop ground. A cheese dairy. Technological collections. A chemical laboratory. A collection of various seeds. A collection of the productions of the Bavarian soil. A cabinet of instruments for experimental physics. A collection of agricultural implements and models. A library. A plantation of mulberry trees for the study of silkworms. An anatomical collection for veterinary studies. The neighbouring forests offer opportunities for the study of resinous trees.

The instruction is distributed as follows :—

First Year.

Winter Term.	*Summer Term.*
Agricultural implements.	Practical farming.
Experimental chemistry.	Experimental chemistry.
Arithmetic.	Construction.
Elements of construction.	Drawing of plans, surveying.
Drawing of plans and farm implements.	Breeding of cattle, races, diseases.
Physiology of plants, agronomy, agriculture.	Physiology of plants.
Forest science.	Agronomy.
Anatomy, physiology, and dietetics of domestic animals.	Agriculture.
	Forest management.

Second Year.

Winter Term.	*Summer Term.*
Organization of rural economy and management.	Valuation of farm property, and book-keeping.
Agricultural chemistry.	Agricultural chemistry.
Roads.	Farm buildings, meadows, and draining.
Drawing of plans and farm implements.	Agricultural technology.
Breeding of cattle.	Breeding and rearing of cattle.
Veterinary police, warranty of cattle sold.	Veterinary police ; warranty of cattle sold.
Physical geography.	Physical geography.
Meteorology.	Meteorology.
Climatology.	Climatology.

Synoptical View of Education in Bavaria.

The diagram on the opposite page represents, under the form of a genealogical tree, the connexion and subordination of the different branches of instruction, as at present organized in Bavaria, from the primary school to the highest educational establishment. It also indicates by a grey tint the schools which are under the direction of the Ministry of Public Instruction, those which depend on the Ministry of Commerce and Public Works being left in white.

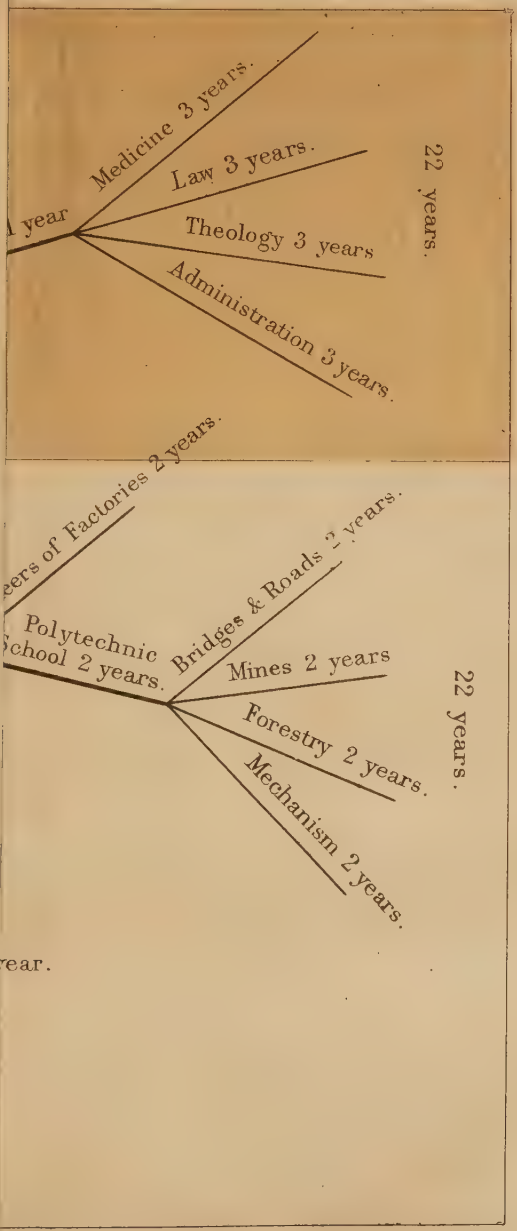
The duration of the studies being indicated for each subdivision, it appears:—1. That, at 14 years of age, a boy may begin his apprenticeship with an adequate preparation of seven or eight years' elementary studies. 2. That, at 15, he may have acquired the instruction necessary for trade assistants, farmers' sons, and clerks in manufactories. 3. That after four years' elementary study of Latin, and four more years of literary and scientific in a real gymnasium, that is, eight years after leaving the primary school, or at the age of 18, a young man may be admitted to the polytechnic institutes, which he will leave four years later, being then 22, with sufficient technical instruction to enter the public services of bridges and roads, mines, or forests, or to become a mechanical engineer. All the preceding branches of instruction, after leaving the primary school or the elementary Latin school, are dependent on the Ministry of Commerce and Public Works.

On the other hand, under the direction of the Ministry of Public Instruction, the primary schools, the elementary Latin schools of four years' study, the literary gymnasia of the same duration, followed by one year of philosophy, lead a young man, at 19 years of age, to the faculties of medicine, law, and theology, which require three years' studies, and to that of administration, which takes two years, so that, in these directions, complete studies may be terminated at 22, or even 21 years of age.

The whole arrangement of the plan of studies at present adopted in Bavaria appears to satisfy all the requirements of literature and science, as well as those of manufactures, trade, and agriculture. It moreover easily admits of all the additions which may be desirable for certain industries or local requirements, such as Sunday and evening schools for workmen, special higher schools for girls, apprentice schools, normal schools for teachers of either sex, &c., which we have not here mentioned.

OF PUBLIC INSTRUCTION AND

arrangement of Studies)



SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS OF SWITZERLAND.

Every canton of Switzerland has its own laws and administration, and therefore the system of instruction may vary from one to another. In this report will be noticed the educational establishments of the canton of Zürich only, together with the Polytechnic Institute at the town of that name, which is a national institution, and intended for pupils from all parts of the Confederation.

In republican Switzerland, as in the different States of Germany, primary instruction is compulsory. It generally comprises six years' study, the first three of which are passed in what is designated the *elementary school*, and the other three in the *practical school*. These six years' study, which boys usually terminate in their twelfth or thirteenth year, may be followed by three years' study in the *secondary* schools, when any such exist in the township. On leaving the primary schools, at the age of 12 or 13, boys can be at once admitted to the cantonal schools, which present two principal divisions often occupying, as at Zürich, the same building, but quite distinct from each other, and following different lines of study. These divisions, called respectively a *gymnasium* and a *trade school*, prepare their pupils, the former for the universities and faculties, the latter for trades and for the Federal Polytechnic Institute at Zürich.

Primary Schools.

The primary schools are intended to bring up the children of all classes of the people according to uniform principles. These schools are distinguished into two classes, parish schools and district or secondary schools. In the canton of Zürich there are 11 of the latter.

All the children of the canton of Zürich who have attained their sixth year on the 1st of May are bound to attend the primary schools at the next resumption of studies after a vacation, which, under ordinary circumstances, usually takes place in May. Under this age children are not admitted to the schools. Attendance at primary instruction is compulsory until the age for confirmation (16 years). The inhabitants who have their children taught at home are bound to satisfy the authorities that the children receive an education at least as good as that of the primary schools, and they have to pay the school fees just the same until their children have attained the age fixed by the regulations.

The primary school is divided into two parts: the day school with six years' study, and the improvement school with three years. In addition to this all children, until their confirmation, are to attend the singing class, which is held once a week. The

three lower classes of the day school are called the *elementary school;* the three upper ones the *practical school.*

The time passed in school is—for the lowest class, 18 to 20 hours per week ; for the second and third classes, 21 to 24 hours per week ; for the three higher classes, 24 to 27 hours per week ; and for the improvement school, eight hours, in two mornings, of four hours each. No professor can be required to give more than 35 hours of lessons per week, without counting the hours at gymnastics. The vacations are limited to eight weeks in the year.

In the day school the pupils are soundly initiated in elementary knowledge, viz., the Christian religion, the German language, arithmetic, and the elements of geometry ; natural history, history, and geography, especially those of Switzerland ; singing, writing, drawing, and general information ; needle-work, &c. for girls. In the improvement schools every effort is made to apply what is learned to the practical uses of life. In every country district there must be at least one school for needlework and other female occupations, and the formation of ladies' societies to support and aid the mistress is encouraged. These societies are allowed a consultative voice in everything connected with the schools. In order to supply these schools with the requisite materials and teaching appliances at as cheap a rate as possible the Government undertakes to supply all such articles at wholesale prices.

At the end of each year examinations are held to test the fitness of the pupils for passing from the elementary school to the practical school, and from the latter to the improvement school. Promotions in classes are within the province of the teacher. Each school must have its separate premises and a residence for the master.

The school fee is three francs a year for each pupil for the day schools, but this payment may be raised to twice the amount, diminished, or even suppressed by the parish. The commission of schools sees to the general service, the supply of firing, apparatus, and furniture, and takes care that the master duly fulfils all the terms of his contract. Each school commission has a special fund for the school composed : 1, of legacies and donations ; 2, of the contributions required from each new resident in the town, and from every woman brought into the place by marriage ; 3, from the wedding donation, of five francs at the least, which each new married couple must contribute to the school fund. The curators are authorized to open a voluntary subscription every year. The canton pays the salary and retiring pension of the masters, as well as the charges fixed by law. It may make a grant for building new school houses or making necessary repairs. The cantonal council has at its disposal, for extraordinary assistance, a vote of 35,080 fr.

Secondary Schools.

These schools are established for boys and girls who, on leaving the primary schools, require further instruction. Their

object is to confirm the pupils in the knowledge acquired at the primary schools, and by developing the instruction within the limits of the programmes of the latter to enable some of them to enter the higher schools. Secondary schools may be established wherever there are suitable premises, a sufficient assured income, and 15 pupils at the least. If, for several consecutive years, the number of pupils falls to eight or under, it may be suppressed by the cantonal council.

The subjects taught are religion and morals, the German and French languages, arithmetic, geometry with practical exercises, history, geography, and the constitutional system of Switzerland, the elements of physics, with their application to agriculture and manufactures, singing, drawing, caligraphy, gymnastics, and the use of arms. A professor cannot be called upon to give more than 23 hours' lessons per week, gymnastics not included. The duration of the secondary studies is three years ; but each year's course is complete in itself. The religious instruction is given by a clergyman. Girls may at the same time pursue the occupations adapted to their sex. When the number of pupils in any class exceeds 35 an assistant professor must be engaged, and a second when the number exceeds 50.

Each secondary school has its own special fund. The expenses are covered :—1, by a grant from the canton, which is 1,050 francs, or more if the school has above 50 pupils in each class ; 2, by school fees and fines for non-attendance ; the payment must never exceed 24 fr. a year, of which 8 fr. go to the professor ; one pupil in eight is admitted gratuitously for the benefit of the poor ; 3, by the interest of the invested capital of the school ; 4, by voluntary contributions from parishes and private individuals ; 5, by contributions from the parishes, which meet the deficits when any occur ; the surplus is paid into the school reserve fund.

The University of Zürich.

The object of the university is :—1, to give a superior scientific education ; 2, to contribute to the progress of science. It is divided into four faculties ; viz., the faculty of *theology ;* the faculty of *political sciences ;* the faculty of *medicine ;* and the faculty of *philosophy*, the instruction in which comprises the philosophical, philological, and historical sciences, and the mathematical, physical, and chemical sciences. Due regard is paid to the requirements of the present day and to the wants of the country.

The faculty of theology has five chairs ; that of political science has no chair properly so called ; that of medicine has six ; and the faculty of philosophy, including the courses which belong to the polytechnic school, has 14. There are titular professors and assistant professors. The courses of the ordinary professors occupy in general 10 or 12 hours per week, and of the extraordinary professors four or six hours.

The ordinary professors have a salary ranging from 2,500 fr. to 4,000 fr. a year ; the extraordinary professors receive from

1,000 fr. to 2,000 fr. They have also a certain share of the university and examination fees. The assistant professors are paid 5 fr. an hour if employed less than four hours per week, and 4 fr. only if more. Besides this the Council of Education has at its disposal 8,000 fr. for grants to assistant professors or other deserving persons.

After the examinations a doctor's diploma is granted to successful candidates. The young men of the canton must produce a certificate of maturity from a gymnasium before they can be admitted to the courses. On entering, each student pays a matriculation fee of 12 fr. and 6 fr. for the maintenance of the collections. He is obliged to pay the fee charged for each course of lecture which he attends, and this money, after a deduction of two per cent., is paid to the titular or assistant professor who gives the lectures.

The deans and professors form the academical senate which elects its own rector for two years. The rector, the ex-rector, and the deans form a committee of management and are necessarily consulted by the Council of Education on all matters touching the university.

Cantonal Schools.

These schools give a degree of instruction one step inferior to that of the university. There is one in each of the principal cantons, and they are divided into two parts according to the nature of the instruction; viz., the Gymnasium and the Trade school (*Gewerbe Schule*).

The subjects taught in the lower gymnasium are: religion, the German, Latin, Greek, and French languages, general and national history, geography, physics, mathematics, including arithmetic, free-hand drawing, caligraphy, singing, gymnastics, and military exercises. The annual payment is 30 fr. The subjects taught in the upper gymnasium are: religion, the German, Latin, Greek, Hebrew, and French languages, general and national history, mathematics, natural history, philosophy, singing, gymnastic and military exercises. The fee is 24 fr. per half-year.

The pupils who have passed through all the classes of the gymnasium may present themselves at the examination of maturity, and a certificate there obtained renders them admissible to the university. In the gymnasium the whole curriculum is compulsory.

The trade school is intended for young men who wish to become manufacturers or tradesmen, and likewise to prepare pupils for the higher technical and commercial schools. It is divided into the *lower* and the *higher* school.

The subjects taught in the lower trade school are: religion, the German and French languages, general and national history, geography, natural history, physics, mathematics, pure arithmetic, geometrical drawing, free-hand drawing, caligraphy, singing, gymnastic and military exercises. The fee is 30 fr. a year.

In the upper trade school the following subjects are taught in three specialities (*mechanics*, *chemistry*, and *commerce*); viz., religion, the German, French, English, and Italian languages, general and national history, geography, theoretical mathematics, applied mathematics, and mechanical technology (weaving, spinning, paper-making, machines, &c.), algebra, trigonometry and analytical geometry, mechanics, descriptive and technical geometry, shadows and perspective, geometrical and technical drawing, commercial arithmetic, commerce, banking, political economy, the use of bills of exchange, the legislation of different countries, book-keeping, the knowledge of merchandise, commercial geography and statistics, natural history (botany, zoology, mineralogy), physics and chemistry, chemical manipulations and technology, commercial relations, free-hand drawing, calligraphy, singing, gymnastic and military exercises. This higher section requires two years and a half of study. The courses are compulsory, those of gymnastics and military exercises excepted. The fee is 30 fr. per half year, and 30 fr. additional for the pupils who take part in chemical manipulations. Free auditors pay 5 fr. for a course of one hour per week during a half year.

The payment of the masters is calculated at the rate of 100 fr., 150 fr., or at the utmost 170 fr. per annum, for a weekly course of one hour. One half the sum paid by the pupils goes to the treasury of the school, the other half is divided among the masters and the fees paid by free auditors belong entirely to the latter. The regular masters are entitled to the denomination of *Oberlehrer;* the title of *Professor* is sometimes conferred as an exceptional distinction. The masters meet in council to discuss matters relative to their teaching, under the direction of a rector selected from among them by the cantonal council.

Veterinary School.

In this school the complete course of studies requires three years. The curriculum comprises: physics, chemistry, botany, zoology; comparative anatomy, the use of the microscope, surgical and pathological anatomy; physiology; knowledge of external forms, dietetics; rearing and training of animals; the art of riding; pharmacy and the knowledge of recipes; pathology and therapeutics, the treatment of surgical diseases, and of mares, cows, &c. when dropping their young; shoeing; the laws and police regulations relating to animals; clinics at the veterinary hospital, and abroad. To this establishment are annexed an hospital for animals, dissecting-room, a forge for shoeing, and the necessary collections.

To be admitted to the courses, a young man must enter his name either as an auditor or a pupil. The pupils are bound to follow the courses in the order prescribed. They must be at least 16 years of age, and pass an examination to prove that they possess the instruction given in the secondary schools. The pupils pay an entrance fee of 5 fr. and 30 fr. per quarter; one half of this money is paid into the school treasury, the other

half is divided among the professors. There are two principal professors; the one, who has the management of the hospital and teaches pathology and therapeutics, receives 2,000 fr., with a residence and garden; the other, who teaches anatomy and physiology, receives a salary of 2,400 fr.

The director, who is generally one of the principal professors, is chosen by the Council of Education.

A sum of 3,500 fr. is allowed by the Government to pay the assistants, and the clinical assistant has a special allowance of 1,000 fr., with lodgings in the establishment; in addition, a sum of 2,400 fr. is voted for other expenses and for increasing the collections. To cover these credits a sum of 6,000 fr. is taken from the proceeds of the stamp duties on cattle; the deficiency is supplied from the cantonal treasury.

Normal School for Teachers.

This school is intended to train teachers for the primary schools. Candidates for admission to the normal school must be 15 years of age, of good health, and free from all personal defects which might render them unfit for the service; they must also be of good moral character, and possessed of the instruction, expected from those who have passed three years in a secondary school, in biblical history, the French and German languages, arithmetic and geometry, history and geography, physics, singing, drawing, and caligraphy. The admission is at first only provisional, and is not made definite till after three months' probation.

The number of pupils admitted yearly is determined by the Council of Education, but must never exceed 100. The instruction is gratuitous. The studies extend over four years, but in the middle of the third year the courses should be terminated. The last six months are devoted to repetitions and exercises. The vacations must not exceed eight weeks yearly. The subjects taught are: religion and morals, the art of teaching, the German and French languages, mathematics, history, geography, physics, singing, the violin and piano, caligraphy, drawing, gymnastic and military exercises, and the elements of agriculture.

To the normal school is attached a boarding house, in which natives of the canton pay 240 fr. a year at the most, and foreigners 400 fr.; for this sum they have board, lodging, washing, and the attendance of a physician. A sum of 9,000 fr. is given in scholarships to promising students with narrow means; but no one individual can receive more than 300 fr. per annum.

The teaching staff consists of a director, who, besides, his functions in that capacity, keeps class for 12 or 13 hours per week, of his deputy, and the necessary number of professors. The director has a salary ranging from 1,800 fr. to 2,500 fr., besides lodging, board, firing, and lighting for himself and family. For the professors a sum of 16,000 fr. is allotted annually, to be divided amongst them in proportion to the number of hours' lessons they give per week. The director is appointed by the Central Council, at the instance of the Council of Education, and

the professors by the Council of Education. For the library, the collections, and the gymnastic and military exercises, a sum of 1,500 fr. is granted.

Agricultural School.

With a view to train agriculturists acquainted equally both with theory and practice, the canton of Zürich has founded a school of agriculture. This establishment is placed under the immediate supervision of the agricultural commission, and is directly dependent on the Home Department. The pupils remain two years, and pay a yearly sum not exceeding 300 fr. The director has a salary of from 2,000 to 2,400 fr., and the professors receive from 1,000 to 1,400 fr.

In summer, the studies and work are distributed as follows :— From half-past four to half-past six, prayers, lesson, and explanation of the order of the day ; from half-past six to eleven, work in the fields ; from eleven till noon, lesson ; from noon till one, dinner and recreation ; from one to five work ; from five to seven, lesson or private study ; from seven to nine, supper and newspapers ; from nine to half-past, prayers. In winter, the pupils do not rise till six. There are, therefore, in summer, eight hours manual labour and five hours lessons daily ; in winter only six hours manual labour and five hours lessons.

In the canton of Zürich all pupils and professors of establishments of superior instruction have the free use of the cantonal library, for which the canton makes an annual grant of 5,000 fr. For the proper keeping and augmentation of the collections, philosophical instruments, and botanical garden, there is made an annual grant of 14,000 fr. In addition a yearly credit of 12,000 fr. is opened for the benefit of talented and well-conducted young men of limited means.

Establishments not included in the general educational system of the canton, and founded by corporations or towns, as well as those founded by private persons, which accept public aid, and are also subject to the approbation of the Council of Education, both for their mode of organization and for the choice of professors, and remain under its supervision.

Private educational establishments are subjected to the following regulations only :—A special authorization from the Council of Education is necessary, after due examination of the plans and arrangements, for every such institution including refuges for deserted children, Sunday schools, infant asylums, &c. Private establishments for primary instruction are bound to give an education at least equal to that of the public primary schools. They are subject to inspection by the Council of Education or its delegates. In case of any abuses arising in a private school, the Council of Education can order it to be closed. The cantonal council may grant aid to private schools, provided they satisfy a real want, and especially if they have in view the improvement of pupils leaving the primary schools ; in this case a special credit is opened for them.

Polytechnic School.

This excellent institution was founded in virtue of a law passed by the Federal Council in February 1854, on the basis recommended by a commission of its own members appointed to inquire into the subject. The preliminary articles of the law state that the object of the proposed polytechnic school is to give theoretical and practical instruction :—1, in architecture and the building arts generally; 2, in the construction of bridges, railways, and hydraulic works; 3, in mechanics, as applied to manufactures of all kinds; 4, in the theory and practice of chemistry, especially in its industrial applications; 5, in silviculture or forestry; 6, in philosophy and political economy, as well as in modern languages, mathematics, the natural sciences, political and artistic history, Swiss public law and political economy. It was decided that the Swiss Confederation should grant a early sum of 150,000 fr. (since increased to 250,000 fr.) for the maintenance of the school. All young men who had completed their seventeenth year, whether Swiss or foreigners, were to be admissible as pupils, provided they possessed the requisite elementary instruction; and for the benefit of such as were not sufficiently advanced, a preparatory school was to be annexed to the establishment.

The teachers are divided into three classes, professors, assistant professors, and supernumerary professors (*agrégés*); the two former were to have fixed salaris, while the last were to be paid in proportion to the number of lessons they gave.

The law invests the Federal Council with the supreme authority over the school, the immediate management being confided to a council composed of a president and three members, with a deputy for each of these last. All these are elected by the Federal Council for five years, and must be Swiss citizens. No two persons so nearly related as cousin-germans can sit in the council at the same time. Three members to form a quorum. The president has a salary of 4,500 francs, and the other members of the council receive an indemnity for every day's attendance, and also their travelling expenses. The council elects its own secretary for five years, and he has a salary not exceeding 3,000 francs. The professors are all definitively appointed by the Federal Council on the recommendation of the school council. Every professor incapacitated by old age or bad health is entitled to a retiring pension. All the accounts of the school are to be yearly submitted for approbation to the Federal Council.

The law further enacted that the seat of the school should be at Zürich, which city engaged to supply, at its own expense, all the necessary buildings, and to allow the professors and pupils the use of the numerous museums and collections; also to contribute a sum of 16,000 fr. a year towards the general expenses.

The school was established in conformity with the provisions of this law, as will be seen by the following abstract of the existing regulations :—

Divisions of the School.

The Federal Polytechnic School comprises six divisions: the 1st, a school for architecture and the building arts; the 2nd, for civil engineering; the 3rd, for mechanicians; the 4th, for chemists; the 5th, for foresters; while the 6th is a superior scientific school of the natural and mathematical sciences, literature, and the moral and political sciences. The courses of the first five divisions are annual, those of the sixth are half-yearly. The whole instruction is completed in three years for the first three divisions, and in two years for the fourth and fifth. The first and second years of the architectural division are sufficient for ordinary builders, but those pupils who wish to obtain the diploma of architect must go through the three years teaching.

The division of civil engineering gives theoretical and practical instruction in all that concerns bridges, roads, railways, hydraulic constructions, and public works of all kinds. The first and second years are devoted to matters with which every engineer must be conversant; the third is especially employed in higher technical teaching.

The mechanical division teaches the theory and practice of constructing machines, and also their application to the different processes of manufacture. The instruction of the first and second years treats of matters essential to every mechanician. In the third year the pupil completes his theoretical study of mechanics, and at the same time acquires the special technological knowledge necessary for the managers of large manufacturing establishments.

The chemical division fits the pupils to become either manufacturing or pharmaceutical chemists. The first year is devoted to the acquirement of the knowledge indispensable to every profession depending on chemistry. The courses of the second year are sub-divided into two special heads: — 1. Chemistry applied to industry; 2. Pharmaceutical chemistry. (The students who follow the latter branch must know enough Latin to be able to translate passages from a pharmacopœia written in that language.)

The division for foresters is intended to train pupils to become managers of forests, and they are exercised in the practice of their profession.

The sixth division gives purely scientific instruction of a high order, with special reference to the application of the sciences to industry; it also embraces the study of the literature of the more important living languages, of political and artistic history, political economy, public law, and those portions of civil and administrative law which are necessary for the pupils of the first five divisions.

The instruction is given through the medium of the German, French, or Italian language, at the option of the professors.

Admission of Pupils.

The youths who study at the Polytechnic School are divided into regular pupils and free auditors. Those who wish to make the complete course of study in the first five divisions, in order to obtain a diploma, must enter themselves as regular pupils,

whilst those who only want to attend certain lectures for some particular purpose may become free auditors.

Every candidate for admission as a regular pupil must present himself in person to the director of the school, giving his name, native place, the address of his parents (or guardians), and his own address at Zürich. He must also produce certificates showing that he is 17 years of age, and of good moral character. He has then to undergo an examination for the purpose of ascertaining whether he is sufficiently instructed to follow the courses beneficially.

The school fee for regular pupils (there are no boarders) is 100 francs for the year. (Previously to 1864 the fee was only 50 francs.) If he attends the laboratories and workshops he will have to pay a further small sum.

Persons who wish to enter as free auditors must likewise produce certificates of age and character, and pay a fee for every course they attend, the amount of which is fixed by the professors.

Discipline.

The pupils of the Polytechnic School are, like all the inhabitants of the canton, subject to the general laws and ordinances of the State, and are amenable to the ordinary tribunals for all offences or crimes they may commit. The school authorities have the right to punish all infractions of internal discipline, such as neglecting study, immoral conduct, or disobedience. The penalties usually inflicted are—1, reprimand before the director or the general conference of professors; 2, reprimand before the president of council of the school, or before the council itself; 3, menace of expulsion; 4, and lastly, expulsion. In case of an expulsion, the offender's name is posted in one of the halls of the school, and information of the fact is given to the Zürich police, and to the authorities of the town to which the party belongs.

Diplomas.

Diplomas are granted to those pupils who have followed all the courses of any one of the first five divisions, provided they pass the examinations satisfactorily, and their names are published in the official gazette of the canton.

Examinations.

At the end of the academic year there is a public examination for each of the first five divisions, after which there is an exhibition of the drawings, plans, and other performances of the pupils. The result of the examinations enables the professors to decide whether the pupils are sufficiently advanced to pass on to the next class. A pupil cannot remain more than two years in the same class; if he be then incompetent, he must leave the division. The same rule is applied to the free auditors.

The latter can also demand certificates of regular attendance at the lectures, and of the extent to which they have profited by them.

Programmes.

The school opens in the first fortnight of October, and the winter term ends in the week before Easter; the summer term commences a fortnight after Easter, and ends in the middle of August.

During the year 1863–64 the various subjects of study in all the divisions were distributed as follows:—

Winter Term. Subjects taught.	Hours' Lessons per Week.	Summer Term. Subjects taught.	Hours' Lessons per Week.
Preparatory Division.			
Elementary mathematics, algebra, solid geometry, trigonometry	12	Elementary mathematics (continued), analytical geometry, elementary mechanics	12
Experimental physics	4	Experimental physics	4
German (for pupils not knowing it)	8	Elements of descriptive geometry	2
French	3	German (if necessarry)	8
Elements of descriptive geometry	2	French	3
		Practical geometry	3 to 4
		Technical drawing	6
First Division.—Builders.			
First Year.			
Differential and integral calculus	5	Differential and integral calculus	5
Descriptive geometry	4	*Coupe des pierres*	4
History of ancient art and archæology	4	Technological chemistry, materials	1
Construction	4	Construction	3
Projects of building details	6	Construction-drawing	8
Architectural drawing	4	History of mediæval architecture	4
Landscape drawing (not compulsory)	4	Architectural drawing	4
Modelling (not compulsory)	9	Drawing of ornament	4
Experimental chemistry, for pupils not knowing it	5	Landscape drawing (not compulsory)	4
		Modelling (not compulsory)	9
Second Year.			
History of architecture	4	Mechanics	3
Theory of shadows, perspective	3	Perspective	3
Mechanics	3	History of the building art	4
Petrography	3	Roads and hydraulic constructions	2
Roads and hydraulic constructions	3	Exercises in architectural composition	4
Exercises in architectural composition	4	Drawing for construction	4
Exercises in building	6	Drawing of the figure	9
Drawing of ornament	4	(Modelling and landscape drawing as in the first year.)	
Drawing of the figure	9		
Forms of roads from the Romans to the Revival	2		

Third Year.

Winter Term. Subjects taught.	Hours' Lessons per Week.	Summer Term. Subjects taught.	Hours' Lessons per Week.
History of architecture -	4	History of architecture -	4
Technical geology, exercises in architectural composition	4	Composition exercises - -	4
Exercises in building - -	6	Drawing of buildings - -	4
Civil and administrative law -	2	Civil and administrative law	1
Drawing of ornaments - -	4	Modelling and landscape as in the first year - -	2
Progress in road-making from the time of the Romans to the Revival - - - -	2	Plans and general constructions - - - - -	1

SECOND DIVISION.—CIVIL ENGINEERS.

First Year.

Differential and integral calculus (1st part) - -	6	Differential and integral calculus, analytical geometry of three dimensions - -	6
Repetitions, the pupils attending in groups - - -	3	Repetitions: pupils attending in groups - - - -	7
Differential and integral calculus, by another professor	6	Differential and integral calculus, by another professor	4
Repetitions - - - -	1	Repetitions - - -	1
Descriptive geometry - -	4	*Coupe des pierres* - -	4
Repetitions (in groups of pupils) - - - - -	2	Repetitions (of pupils in groups) - - - - -	2
Topography - - - -	3	Technological chemistry of building materials - -	1
Constructions (course of) -	4	Constructions (course of) -	3
Exercises in ditto - -	4	Drawing for construction -	4
Drawing of machines - -	4	Drawing of machines - -	4
Drawing of plans - - -	3	Drawing of plans - -	3
Petrography - - -	3	Land-surveying - - -	1 day.
Experimental chemistry (for beginners) and repetitions -	6	Topography - - -	3

Second Year.

Differential and integral calculus (2nd part) - -	2	Differential and integral calculus (continued) - -	2
The same in French - -	2	The same in French - -	2
Experimental physics, with technical applications (1st part) - - - - -	4	Perspective - - -	3
		Theory of machines - -	6
Repetitions - - - -	1	Astronomy (1st part) continued - - - - -	3
Technical mechanics - -	6	Exercises at the observatory (in groups of pupils) -	12
Repetitions (in groups) -	3	Experimental physics, with technical applications (2nd part) - - - - -	4
Shadows and perspective -	3	Repetitions - - - -	1
Astronomy (1st part) - -	3	Wooden bridges, roads -	3
Technical geology - -	2	Repetitions (in groups) -	1 to 2
Embankments, foundations, bridges, stone bridges, and tunnels - - - - -	3	Exercises in constructions -	6
Repetitions (in groups) -	3 to 4	Mapping - - - - -	3
Graphic statics - -	2		
Exercises in construction -	6		
Mapping - - - -	3		

Third Year.

Winter Term. Subjects taught.	Hours' Lessons per Week.	Summer Term. Subjects taught.	Hours' Lessons per Week.
Theory of machines (continued), steam-engines	6	Hydraulic constructions	4
Astronomy (2nd part)	3	Repetitions	1 to 2
Land surveying	3	Astronomy, 2nd part (continued)	3
Iron bridges, roads, railways	4	Land surveying	3
Repetitions (in groups)	3 to 4	Exercises in construction	6
Exercises in construction	6	Administrative law	2
Administrative law	1	Mapping	3
Mapping	3	Exercises at the observatory (in groups)	12

THIRD DIVISION.—MECHANICIANS.

First Year.

Differential and integral calculus (1st part)	6	Differential and integral calculus, analytical geometry of three dimensions	6
Repetitions (in groups)	3	Repetitions of both (in groups)	7
Differential and integral calculus (in French)	6	Differential and integral calculus, and analytical geometry (in French)	4
Repetitions	1	Repetitions	1
Descriptive geometry	4	*Coupe des pierres*	4
Repetitions (in groups)	2	Repetitions	2
Analytical geometry, with exercises	3	Technological mechanics (1st part)	6
Drawing of machines	8	Repetitions (in groups)	3
Mechanical technology, 1st part (spinning, weaving, paper-making)	3	Technological chemistry of building materials	1
Experimental chemistry (for beginners)	6	Metallurgy	2
		Machine drawing	5 to 6
		Civil constructions and drawing exercises	4 to 5

Second Year.

Differential and integral calculus (2nd part)	2	Differential and integral calculus, 2nd part (continued)	2
The same (in French)	2	The same in French	2
Experimental physics, with technical applications	4	Theory of machines (1st part)	6
Repetitions	1	Experimental physics (2nd part), with practical applications	4
Technical mechanics (continued)	6	Repetitions	1
Repetition (in groups)	3	Course of construction of machines, 1st part (continued)	4
Course of construction of machines (1st part)	6	Construction of machines	12
Mechanical technology 2nd part, (working in wood and iron)	3		
Construction of machines	8		

Third Year.

Winter Term. Subjects taught.	Hours' Lessons per Week.	Summer Term. Subjects taught.	Hours' Lessons per Week.
Theory of machines	6	Theory of machines 2nd part, (locomotives, steamboats)	3
Course of construction of machines (2nd part)	6	Course of construction of machines (2nd part)	6
Exercises in construction of machines	8	Exercises in construction of machines	12
Iron bridges, roads, railways	8		

FOURTH DIVISION.—CHEMISTS.

First Year.

Select chapters of mineral chemistry	2	Organic chemistry	6
Experimental physics as applicable to chemistry	4	Analytical chemistry	3
Repetitions	1	Metallurgy	2
Chemical technology, chemical products	3	† Chemical technology of building materials	1
Ditto,* glass and ceramics	1	Exercises in the technical laboratory	12
Repetitions and conversations	1	General zoology and anthropology	3
Description of machines	5	* Elementary mineralogy	4
Mineralogy and repetitions	3	† Repetitions of mineralogy	2
Principles of general botany	6	Technical drawing	4
† Zoology	4	* Special botany of the officinal plants of most importance to medicine and industry	3
* Technical drawing, practical and analytical	9		
** Experimental chemistry, with a sketch of organic compounds	6		

Second Year.

* Chemical technology (bleaching, dyeing, printing)	3	Lighting and warming	2
* Repetitions and conversations	1	Exercises in the technical laboratory	12
* Mechanical technology, 1st part (spinning and weaving)	3	Chemical technology of the victualling trades	2
* Applied crystallography	3	Exercises in the analytical laboratory	12
* Technical geology	2	Exercises in assaying minerals	3
Technical law	12	* Materia medica	3
* Technical drawing	4		
† Pharmaceutical chemistry	3		
† Pharmaceutical botany	3		

The courses marked with * are compulsory only on the pupils of the technical division; those marked with †, for the students of the pharmaceutic division; those with ** are not compulsory on pupils of the first year, but they may attend them if they choose.

During the summer term lessons are given in organic chemistry, analytical chemistry, * metallurgy, chemical technology of building materials, zoology, special botany, heating and lighting, the assay of minerals, † materia medica, † the study of officinal plants. The courses marked by a † are compulsory only on the technical division; those with * on pharmaceutists only. Besides the compulsory hours, the pupils have access to the laboratories at other times.

Fifth Division.—Forest School.

First Year.

Winter Term. Subjects taught	Hours' Lessons per Week.	Summer Term. Subjects taught.	Hours' Lessons per Week.
Mathematics, so far as applicable to forestry	3	Forest entomology	2
Principles of general botany	3	Management of forests, including the theory of draining	3
Petrography	3	Economic botany	4
Topography	3	Topography	3
Drawing of plans	3	Drawing of plans	3
Encyclopædia of forest science	4	Land-surveying	3
Forest law (1st part)	1	Excursion in forests and practical work	3
Excursions and exercises in valuation	1 day.	Forest law	1
Experimental chemistry, organic combinations, and repetitions	6	Introduction to working of forests	1

Second Year.

Working of forests	5	Statics and forest statistics	2
Utilization of forests	3	Culture of forests	4
Forest administration	1	Forest economy of the State	3
Agronomy and climatology	3	Roads and hydraulic constructions	2
Technical geology	2	Forest law	1
Roads and hydraulic constructions	3	Agricultural chemistry	2
Forest law (2nd part)	1	Excursions in forests, and practical work	2
Excursions and exercises in valuation	1		

Sixth Division.—I. *Natural Sciences.*

Experimental physics	4	General chemistry	2
Repetitions (in German)	1	Experimental physics	4
Ditto (in French)	2	Repetitions (in German)	1
Magnetism, electricity, galvanism	3	Ditto (in French)	2
Experimental physics, bearing on chemistry	4	Physics of the earth	3
Repetitions	4	Experimental physics, 2nd part (optics, magnetism, electricity)	4
General geology	4	Repetitions	1
Geology of the Jura	1	Mathematical theory of heat	4
Palæontological geology of the sedimentary strata	5	Volcanos	3
Pharmaceutical botany	3	Geology (volcanos excepted)	3
Fossil botany	3	Geology of the Jura	1
Fossil insects	2	Special botany	6
General botany	5	Cryptogamia	2
Microscopic exercises	4	Microscopic exercises	6
Zoology	6	Organic chemistry	6
Experimental chemistry	5	Analytical chemistry	2
Repetitions	1	Practical chemistry	12
Analytical practice	9	Principles of mineral chemistry	4
Pharmaceutical chemistry	3	Repetitions	1
History of chemistry	2	Comparison of the new chemical theories	1

II. *Mathematical Sciences.*

Winter Term. Subjects taught.	Hours' Lessons per Week.	Summer Term. Subjects taught.	Hours' Lessons per Week.
Definite integrals	2	Select chapters of the integral calculus on the application of imaginary values	5
Differential equations, with applications	2	On the application to geometry	2
Higher algebra (theory of equations)	2	Calculus of variations	2
Theory of the functions of a complex variable	2	Analytical geometry of straight lines and plane curves	2
Elements of the theory of numbers	3	Elements of mathematical astronomy and geography	2
Introduction to the differential and integral calculus	4	Geometry of position	3
Analytical geometry, especially of plane curved lines	2	Exercises in construction	2
General introduction to the teaching of mathematics and to the complete knowledge of the mathematical system	2	Introduction to the infinitesimal calculus and to the calculation of probabilities	2
Numerical approximation	2	Mathematical exercises	2
Exercises in the execution of great astronomical calculations	4	Select chapters of the new geography	2
Elements of astronomy and mathematical geography	2	Application of the differential and integral calculus to mechanics	2

III. *Languages and Literature.*

History of modern German poetry	3	History of modern German poetry from J. P. Richter to the present day	3
Summary of the history of literature in Europe during the 19th century	2	Shakespeare's plays	3
General history of the French language and literature from their origin to the 17th century	2	General history of French literature, the *Siècle de Louis XIV.*	2
Exercises in the French language	2	Exercises, readings, and explanations of Boileau's *Art poëtique* and Molière's *Bourgeois gentilhomme*	2
History of English literature to the time of Elizabeth	2	History of English literature from the time of Elizabeth	2
Shakespeare's sonnets translated and elucidated	1	Shakespeare's *Hamlet* translated and commented	3
English exercises on grammar	2 to 3	Literature of Galileo's school	2
Il genio et gli scritti di Galileo Galilei	2	Exercizi di lingua e lettura	3
Exercizii di lingua, e lettura, tradizioni e composizioni	4	Mythology of Germany	3
		The *Nibelungen Lied*	2
		The *Edda*	2

IV. *Historical, Political, and Military Sciences.*

Winter Term. Subjects taught.	Hours' Lessons per Week.	Summer Term. Subjects taught.	Hours' Lessons per Week.
Sketch of ancient history -	2	Organization of the Swiss artillery (cannon, caissons, waggons, ammunition) *gratis* - - - -	2 to 3
History of the times of Frederick the Great and of the French Revolution (1740–1799) - - - -	3	History of civilization and manners before the Christian era, especially among the Greeks and Romans -	2
Ancient history, artistic and archæological - - -	4	History of the 19th century, 1st part (1800–1830) -	3
Dürer and Holbein, their contemporaries and predecessors - - - -	2	Political development and civilization in Switzerland from the conclusion of the perpetual treaty of the primitive cantons to the formation of the confederation of the 13 cantons (1315–1513) - - -	2
Political and intellectual development of Switzerland from the remotest times to the Reformation - -	2	Swiss reformers of the 18th century - - - -	1
The precursors of the Swiss Revolution - - -	2	Mediæval arts - - -	4
Explanation of the sculptures in the Archæological Museum - - - -	1	Arts in the 19th century -	2
Mythology and anthology -	4	History of art - - -	1
Administrative law in Switzerland - - - -	4	Applications of economic sciences, distributive and fiscal laws - - -	2
Federal law of the United States of America - -	3	Administrative laws of the Swiss cantons - - -	3
Political economy - -	2	Civil law - - - -	1
Elementary course of statistics	2	Forest law - - - -	2
Commercial law - - -	3	Commercial law - - -	3
Civil and administrative law -	1		
Forest law - - - -	1		

V. *Fine Arts.*

Perspective - - - -	1	Landscape in water-colours, sepia, pencil, and charcoal	4
Landscape in water-colours, sepia, and pencil - -	4	Drawing of the figure from copies and models, in pencil, crayons, or Indian ink	9
Drawing of the figure from copies and models, in pencil, crayons, and Indian ink	9	Drawing of ornaments in Indian ink, chalk, and colours - - - -	4
Exercises in modelling - -	9	Modelling in plaster and clay; preparation of stucco, mosaics - - - -	9
Stenography on Arendt's system (a course of about six weeks) - - - - -	2		

In the year 1863–64, the total number of regular pupils and free auditors was 510, divided among the different courses as follows :—

Number of the Division.	Specialty of the Courses.	Length of the Studies.	Number of Pupils of each Year.	Number of Regular Pupils.	Number of Free Auditors.	Total Number in each Specialty.
	Preparatory course.	- -	- -	40	30	70
1st Division	Builders -	1st year	23	25	10	35
		2nd „ -	7			
		3rd „ -	5			
2nd Division	Engineers -	1st „ -	51	57	83	140
		2nd „ -	45			
		3rd „ -	44			
3rd Division	Mechanicians	1st „ -	71	62	85	147
		2nd „ -	41			
		3rd „ -	35			
4th Division	Chemists -	1st „ -	29	29	22	51
		2nd „ -	22			
5th Division	Foresters -	1st „ -	10	18	4	22
		2nd „ -	22			
6th Division	- - -	- -	- -	34	11	45
	Totals	- -	-	265	245	510

This summary shows that there is considerable inequality in the distribution of the regular pupils and the free auditors among the different courses, but it is also evident that, in the division of builders, the third year's courses are less followed than those of the first two years. This difference is doubtless owing to the fact that this course is more especially attended by the pupils who aspire to become architects for public buildings, whilst the others suffice for private undertakings.

There is also to be remarked an analogous and considerable difference in the division for mechanicians, who, from 71 pupils in the first year, fall to 25 in the third. Perhaps by rendering the teaching more simple, it might be possible to retain a greater number of pupils for the whole course of study.

From what precedes it is evident that the Polytechnic Institute of Zürich is at once a school of pure science and a school of application. In the first five divisions, which are altogether technical, the theoretical studies are conducted *pari passu* with the practical or studies of application. In the sixth division, on the contrary, where free teaching embraces numerous and diverse branches of studies purely scientific, these studies may receive much greater development, which is all the more appropriate, as that division is naturally destined for young men who intend to cultivate the sciences, either from a natural predilection for them or with the view of becoming professors.

Since this last division offers those pupils who desire it all the means of extending their theoretical studies without restriction as to time, it might perhaps be possible to slightly lower the

mathematical teaching in the special divisions of builders, engineers, and mechanicians. These may be taught, by the aid of the elements of geometry, algebra, and the infinitesimal analysis; all that the students require to know of mechanics, the resistance of materials, and the stability of buildings, they can learn without having recourse to the higher mathematical analysis. Thus to bring science, by simpler methods, within the reach of all the pupils, without in any way weakening the force of the demonstrations, is to facilitate its diffusion, and make it accessible to a greater number of minds without descending to a lower level of instruction.

The Polytechnic School contains numerous collections of all kinds, drawings for teaching, models of machines well executed and to scale, a rich library; and, as the buildings in progress shall be successively finished, they will be filled with the rich collections of zoology, botany, mineralogy, and paleontology, which the city possesses. The budget of the school has been augmented, and for the year 1864 it amounted to the sum of 340,000 francs. The school fee, of which the professors receive two-thirds, and one-third only goes into the school treasury, was originally only 30 francs, but has been raised to 100 francs for both Swiss aud foreigners; it is expected to produce at least 64,000 francs. The maximum number of pupils the school can receive is 600, and in 1863-64 the actual attendance was 510, as seen by the preceding table. The laboratories are so judiciously arranged that they deserve special mention, because they may well serve as models for similar establishments. They are divided into two parts, one for analysis, the other for technical manipulations; each can accommodate 60 pupils simultaneously engaged in manipulations. The fee for the use of the laboratories is 4 francs per month, all apparatus and re-agents being supplied without further charge.

SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS IN THE KINGDOM OF WURTEMBERG.

Primary Schools.

The laws which make instruction compulsory in the kingdom of Würtemberg are not of very ancient date. The first was passed on the 29th September 1836, and the second on the 6th November 1852. Their application encountered no difficulties, even in those parts of the country where circumstances seemed most unfavourable. Every village containing 30 houses must have a school, and no one master is allowed to teach more than 90 pupils. The supervision of these schools, as regards the teaching and moral training, the appointment of the masters, the erection and

repairs of the school-houses, the control over the normal school for masters, and over private schools, is entrusted to the consistory of the Reformed Church in parishes of that persuasion, and to the Catholic clergy in parishes where their religion prevails. In both cases the schools for the children of Jews are under the same authority as the Christian schools of the locality. Apprentice are bound to attend the Sunday schools till their 18th year.

Factory Schools.

In this kingdom education has become so much a part of the national habits that a law compelling the education of children employed in factories is scarcely necessary. The industrial establishments which employ children, and are situated in isolated positions, nearly all have schools attached to them, which are as well managed as those of the parishes.

Drawing Schools.

One of the most remarkable features in the primary schools of Würtemberg is the extraordinary attention paid to the teaching of drawing. The Department of Trade and Manufactures has persuaded the Ministry of Public Instruction and Worship to add classes for industrial drawing to all these schools, and the Ministry has had the wisdom to leave to that department the care of organizing and superintending their progress. They were founded, after the Universal Exhibition of 1851, to enable the manufacturers of the country to compete with France in the industrial arts. These schools were at first gratuitous, but experience proved that attendance was better secured by requiring a small payment, varying according to the means of parents, from half a florin to 12 florins a year.

The teachers are, as far as possible, chosen from among the workmen or masters of the chief industries of the place, who having been taught in the same schools have there acquired the requisite knowledge. But these workmen thus made teachers do not abandon their trades, and receive only an indemnity of about two florins per hour's lesson. They generally give three a week of two hours each, from 7 to 9 o'clock in the evening. At Geisslingen, for instance, there is a school where 180 scholars are taught by a master mason. In more than one parish the heads of establishments have so well appreciated the importance of this instruction that they themselves send their young workmen and apprentices to the schools. It has been remarked that artists of considerable talent have not succeeded so well as masters as mere artisans, which proves that there would not be so much difficulty as is supposed in expeditiously training teachers for this kind of schools.

The Department of Trade has adopted examples to be used in all these schools, of which the first series intended for beginners consists of lithographs, easy and few in number, merely

for practice to give freedom to the hand, while accustoming the pupil to guide it by the eye. The next step for the pupils is to draw from plaster models, graduated from the most simple figures to the finest casts from the antique, which are reserved for the principal schools. These models are supplied by an artist of Stuttgart, according to a tariff approved by the Department of Trade. They are delivered by him to the parish schools, which pay for them, but at the end of the year the Department pays back to the schools one-half of the sums so disbursed. Besides these models in relief the Department of Trade has formed a collection of the best publications on industrial art, from the most costly to the humblest albums of furniture, cabinet work, bronzes, &c. It distributes these works throughout the country, lending them to the masters of the schools for a certain period, usually one month. They must be returned in fair condition, and any damage suffered must be made good.

Every other year the schools send to Stuttgart a collection of their drawings of all kinds for exhibition, after which prizes are given to those which sent the finest productions. The masters themselves are invited to attend this exhibition and to control the awards made. From among the most skilful masters a certain number are chosen, who, during the vacation, or at other times, go round to the schools as occasional inspectors, and suggest improvements to the masters, sometimes even giving them private lessons.

Drawing also forms part of the instruction given in the normal school for primary teachers, so that they may be able thereafter to teach their pupils the first elements. A few of the pupils who have shown most skill and taste, are sent to the Superior Art School at Nüremberg.

Thus there have been established in the kingdom of Würtemberg more than 400 drawing schools, and this organization, which does not date back more than ten years, has already led to very decided improvements in the manufactures of the country.

It is satisfactory to know that the designers trained in these schools, if they evince any considerable degree of taste and invention, easily find occupation in their own country. The more distinguished among them are sometimes sent to France for improvement. Great emulation exists among the teachers and professors of drawing, and, besides the biennial exhibitions made by order of the Government, an association has been formed by the masters, which, aided by voluntary contributions, has raised a fund for the purpose of organizing regular exhibitions of all the pupils' drawings, and for awarding prizes.

Weaving School.

The Department of Trade and Manufactures has established a museum containing numerous collections of well-chosen models of machines, and of agricultural implements, as well as a fine technological collection of the various products of industry. But the most remarkable of its institutions is a weaving school, not intended to train apprentices, but to complete and develop,

by the theoretic teaching of weaving, the experience already acquired by intelligent workmen. For this purpose it selects from among weavers those who, besides their professional ability, have shown most aptitude and zeal in the drawing schools. For the use of these persons, not exceeding eight or ten in number, 25 different kinds of looms have been provided, as well as all the accessory apparatus for the preparation of the cards, &c. The men are instructed in all the principles of the art of weaving, as well for the decomposition as for the composition of new tissues. They make ready the looms and execute the new fabrics they have desiged.

This instruction is given without taking the men from the practice of their trades, and they are made to cover their own expenses by working five or six hours a day. The goods they produce are bought by the manufacturers who supply the raw material. While thus learning the theory of weaving the young men are bound to study French and English, and to improve themselves in drawing. After two years' residence those who have most distinguished themselves are sent to France and to England, with part of their expenses paid, in order to work in manufactories, to study new processes, and to improve their taste. They afterwards return home to profit by what they have learned.

Middle Schools (*Mittel Schulen*).

This name is applied to all those establishments which give a degree of instruction more extensive than can be obtained in the primary schools, but inferior to that of the universities, such as the Protestant theological seminaries, the gymnasia, the lyceums, the Latin schools, the lower and higher practical schools, the technical schools for the building trades (open in winter only), the school for professors of gymnastics, and the model school of gymnastics at Stuttgart. These middle schools are entirely under the control of the Council of Studies (*Studienrath*), as to supervision, direction of studies, appointments of professors, examinations, &c., directly for those of the higher order, and through the medium of the local authorities for the others. The Council of Studies is moreover charged with the supervision of private schools giving the corresponding degree of instruction.

Seminaries.

There are four lower seminaries for youth between the ages of 14 and 18, and a higher seminary at Tübingen. The studies extend over four years. The State pays for 25 pupils. Each lower seminary has a principal, dean, two professors, two tutors, and a music master. In the higher seminary there are a principal, dean, and nine tutors ; the students attend the lectures of the university.

Gymnasia.

There are seven gymnasia in Würtemberg, those of Stuttgart, Ulm, Heilbronn, Ellwangen, Esslingen, Rottweil, and Tübingen.

They give a superior scientific education and prepare for the universities. The Heilbronn gymnasium receives 40 boarders.

The lyceums of Ludwigsburg, Oehringen, and Ravensburg, are intermediate establishments between the gymnasia and the lower Latin schools, for youth between 14 and 16 years of age. In the Latin schools (*Latein Schulen*) boys leaving the primary schools are taught the dead languages till they have completed their 14th year.

The inferior practical schools (*Real Schulen*) are, as regards the age of the pupils and the position of the professors, parallel establishments to the Latin schools, but in them are taught what are called the *real* branches and the French language, to the exclusion of the dead languages. For boys above 14 there are higher practical schools at Stuttgart, Ulm, Heilbronn, Ludwigsburg, Esslingen, Reutlingen, Tübingen, Rottweil, and Hall, intended to prepare youths for the polytechnic school, or to give a more complete education to young men who mean to follow an industrial career.

The elementary schools, which are found in all large towns, prepare children from six to eight years of age for philological or *real* studies. Besides this, the young men, especially apprentices and workmen in the building trades, may receive during the winter season technical instruction for the building art, in the winter building schools (*Winterbaugewerbeschulen*), which were organized in 1845. For the teaching of gymnastics, which have formed part of the instruction given in primary and middle schools ever since 1845, a school for professors of the art has been established in connexion with the model gymnastic school of Stuttgart, which is attended by the pupils of the gymnasium.

Trade Schools (*Gewerbe Schulen*).

Under this designation there are in the kingdom of Würtemberg 101 Sunday and evening schools, in which drawing is the principal thing taught, though some of them give instruction in the elements of the sciences. The number of pupils attending these schools in the summer of 1863 was 7,979.

Improvement Schools (*Fortbildung Schulen*).

Since 1853 the Ministry has appointed a commission to organize and conduct schools of this kind, at present 84 in number, including the Sunday schools, and to provide them with the necessary appliances as well as competent drawing masters. The instruction received is the same as in the preceding, and it is given partly by professors of other establishments and partly by special professors.

University of Tübingen.

This university has seven faculties:—Protestant theology; Catholic theology; law; medicine; philosophy; political

economy; and sciences. There are also as accessories:—1, a library; 2, a Protestant seminary; 3, an institute of anatomy; 4, a physiological institute; 5, a botanical garden; 6, a chemical laboratory, with special divisions for physiological, pathological, agricultural, and technical chemistry; 7, a cabinet of surgical instruments; 8, medical, surgical, and obstetrical hospitals; 9, a collection of zoology and comparative anatomy; 10, a mineralogical and geological collection; 11, a cabinet of coins and antiquities; 12, a cabinet of physics; 13, an observatory and astronomical cabinet; 14, agricultural and forest collections; 15, a technological collection; 16, a philological seminary for professors; 17, a school of design; 18, a gallery of paintings; 19, a school of cavalry and the breeding stud; 20, a fencing school; 21, a gymnastic school; and 22, a swimming school.

In the university there are 75 professors, of whom 41 are ordinary, 9 extraordinary, and 19 assistants. In the winter term of 1862–63 there were 620 pupils, of whom 167 were foreigners. Besides the 136,000 florins which the school receives from the Government it has a revenue of its own amounting to about 30,000 florins.

Agricultural Schools.

The Agricultural and Forest Academy at Hohenheim was founded in 1818; the course of instruction lasts two years. This academy, which has considerable reputation, possesses a farm of 1,000 *morgen* attached to it. There are also an elementary school of agriculture, with three years' study, for 25 pupils, and a horticultural school for six pupils. The establishment has a director-professor, eight professors, and nine assistant professors. In 1862–63 the agricultural school had 121 pupils, of whom 82 were foreigners, and the forest school 33 pupils, two of them foreigners; in all 154 pupils.

There are also on the royal domains of Ellwangen, Ochsenhausen, and Kirchberg, three lower agricultural schools.

Veterinary School at Stuttgart.

The course of studies occupies two years. Natives of Würtemberg are taught and boarded gratuitously. Foreigners pay five florins for each half-yearly term. There are from 30 to 40 pupils.

Polytechnic School.

The Stuttgart Polytechnic School is organized something like the German universities, inasmuch as, while it trains pupils for various technical specialties of the public services and of manufactures, it does not absolutely determine what courses the pupils must follow to acquire the necessary instruction, but leaves them almost entirely to choose for themselves. The instruction is ad-

dressed at once to the young men who are preparing for those branches of the public services and of manufactures in which the application of physical science are required, and to those who wish to follow the career of public scientific instruction.

The course of studies comprises five years, two of which are preparatory for the mathematical, physical, and natural sciences; and the other three are devoted to the special branches of architecture, civil engineering, machine construction, and technical chemistry. The last-named branch is moreover divided into three courses according as the students intend to pursue the industries of chemical products, metallurgy, or pharmaceutical chemistry. There is also a commercial division requiring one year's study, corresponding with the second preparatory year.

The pupils are divided into regular pupils and free auditors. To be admitted as a regular pupil the candidate must be 16 years of age for the mathematical division, 15 for the commercial, and 18 for the technical divisions; must present a certificate of moral conduct; must undergo an examination to prove that he has the instruction necessary to follow the courses; and must produce an authorization from his parents or guardians. The instruction required is, for the mathematical division,—Algebra, as far as quadratic equations, and the use of logarithms; geometry, plain and solid; the elements of plane trigonometry; the elements of the French language; the habit of composition in German; the knowledge of history; the rudiments of geography, mathematical, physical, and political and linear and free-hand drawing. For the commercial division:—Decimal arithmetic and commercial calculations; drawing; the elements of the French language; geography.

To be admitted to the technical divisions the candidate must prove that he possesses the instruction necessary to follow the courses. Notwithstanding the liberty left to ordinary pupils as to the courses suited to them, they are bound to attend such as are indispensable for the specialty they have chosen.

The payment for each half-yearly term is as many florins as the student attends hours of lectures in a week, but cannot exceed 15 florins. There is also an entrance fee of five florins, and 42 kreutzers for the servants. For the private courses the fee is two florins per hour's lesson per week. Also for manipulations in the chemical laboratory the charge is five florins per half-year. Industrious students of limited means may be favoured with a reduction of these fees, or even exempted from all payment.

At the end of every year there is a public exhibition of the works of the pupils. When the studies of the preparatory mathematical division are concluded examinations are held, after which those who have passed well receive certificates of maturity, which qualify them for admission to the special or technical courses of the university. Prizes are given to pupils who pass brilliant examinations, and they are allowed a reduction of one year's military service. These examinations, which were instituted only in 1862, are very strict, as may be seen by the following results:

—In 1862, of 35 pupils examined, only 18 obtained certificates. In 1863, 25 were successful out of 36.

Each special division has a head or principal chosen from among its professors, and on him falls the duty of watching over the pupils and maintaining discipline. The whole establishment is under the care of a director, who is appointed every year by the King, and who must be one of the professors recommended by his colleagues. The academy is under the direct authority of the Minister of Public Instruction and Worship, who has the supreme management of all the establishments for instruction, and occasionally sends inspectors to visit and report on them.

The subjects taught, as well as the number of lessons for the preparatory mathematical division and for the commercial division, are shown in the following table :—

MATHEMATICAL DIVISION.

First Class.	Number of Hours' Lessons per Week.	
Plane and spherical trigonometry	5, repetition	2
Elementary analysis	4, „	2
Descriptive geometry	6, „	2
Plan drawing and surveying	2	—
Free-hand drawing	4	—
German language	2	—
English language	2	—
French language	4	—
Geography	2	—
General history	2	—
Religion (Catholic or Protestant)	1	—
Totals	34	6

Second Class.	Number of Hours' Lessons per Week.	
Higher analysis	4, repetition	2
Geometry — Analytical	4, „	2
Geometry — Descriptive	4	—
Geometry — Applied	3	—
Mechanics, 1st part	6	—
Zoology	4	—
Architectural drawing	2	—
Free-hand drawing	4	—
German literature	1	—
French language	2	—
English language	2	—
History	2	—
Totals	38	4

Commercial Division.	Number of Hours' Lessons per Week.
Book-keeping	6
Commercial arithmetic	4
Commercial geography	3
Languages — German	2
Languages — French	4
Languages — English	4
Languages — Italian	5
Correspondence — French	2
Correspondence — English and Italian	2
Introduction to laws on bills of exchange	1
Free-hand drawing	2
Religious instruction (Catholic or Protestant)	1
Total	36

For the technical instruction the pupils are free themselves to determine, with the approbation of the principal professors of the special divisions, the plan of studies they intend to follow. Below are indicated the usual selections adopted, and the following synopsis of the courses professed shows all the extent of the instruction given in this institute :—

Subjects Taught.	Hours' Lessons per Week.	
Higher analysis, second part	2	—
Method of least squares	2	—
Geometry	2	—
Mechanics, second part	3	—
Popular astronomy	2	—
Mineralogy	4	—
Mineralogical exercises	2	—
Experimental physics	5	—
Mathematical physics	4	—
Exercises in physics	3	—
General and technical chemistry	6,	repetition 2
Chemistry for constructors	4	—
Analytical chemistry	2	—
History of ancient architecture; History of mediæval, rennaissance, and modern architecture	2	—
Graphic studies on the history of architecture	4	—
Freehand drawing	6	—
Drawings of ornaments and modelling in wax or clay	18	—
History of the most modern times	3	—

Subjects Taught.	Hours' Lessons per Week.	
Life and works of Göthe and Lessing	2	—
Languages: French	4	—
Languages: English	4	—
Languages: Italian	5	—
Political economy	3	—
Manufactures	2	—
Law and administration	5 to 6	—
Gymnastics	4	—
Exercises in wood carving and in mechanical workshops	—	—
Stæchiometry	2	—
Chemical exercises and manipulations	17	—
Mechanical technology	4	—
Chemical technology	3	—
Construction of machines, first part	4	—
Construction (exercises)	6	—
Construction of machines, second part	6	—
Construction (exercises)	6	—
Construction of machines, third part	3	—
Construction (exercises)	6	—
Preparatory course	4	—
Science of engineering, first part	8	—
Ditto, second part	12	—
Elements of building construction (lectures)	4	—
Ditto, drawing	10	—
Construction of large buildings (lectures)	8	—
Projects of constructions	6	—

The teaching staff consists of 29 persons.

These different branches of instruction are usually combined as follows :—

Architects and Builders.

First year.—Elements of construction, free-hand drawing and ornaments, mineralogy and geology, mathematical physics, chemistry relating to constructions.

Second year.—Construction, history of architecture, projects, knowledge of building materials, free-hand drawing, and ornaments.

Third year.—Large buildings, history of modern architecture, projects of buildings, estimates, ornament and free-hand drawing.

Civil Engineering.

First year.—Mechanics, second course ; construction of machines, first course and exercises ; elements of construction of buildings ; applied geometry ; free-hand drawing ; mineralogy and geology ; mathematical physics ; chemistry for builders.

Second year.—Science of engineering, first course; construction of buildings, of machines, second course ; free-hand drawing.

Third year.—Science of engineering, second course ; construction of large buildings, of machines, second course ; free-hand drawing.

The drawing class-rooms are open all day.

Mechanicians.

First year.—Construction of machines ; elements of construction of buildings ; mechanics, second course ; technological mechanics ; chemical technology ; warming of houses ; bridges.

Second year.—Construction of machines, second course ; technical mechanics ; technical chemistry ; heating ; bridges.

Third year.—Construction of machines, third course ; hydraulic constructions ; construction of buildings ; account-keeping of works ; political economy.

The drawing class-rooms are open all day.

Chemists.

First year.—General and technical chemistry ; analytical chemistry ; chemical technology ; exercises in physics and mineralogy ; heating.

Second year. — Analytical chemistry ; chemical exercises ; technical chemistry ; exercises in physics and mineralogy ; heating.

Third year. — Chemical manipulation ; technical chemistry ; law.

Metallurgists.

First year.—General and technical chemistry ; mathematical physics ; mineralogy and physical geography ; construction of machines and exercises ; elements of construction of buildings.

Second year.—Analytical chemistry ; mechanical technology ; exercises in chemistry, physics, and mineralogy ; construction of machines and exercises ; heating.

Third year.—Chemical exercises ; chemical technology ; construction of machines, third course, and exercises ; political economy ; law and administration.

Pharmaceutists.

The pupils are supposed to have attained all the requisite practical knowledge.

First year.—General and technical chemistry ; analytical chemistry ; pharmacopœia ; zoology ; botany ; mineralogy and physical geography ; experimental physics ; stæchiometry and chemical manipulations.

Second year.—Chemical and mineralogical exercises ; analytical chemistry.

The school possesses a library; collections of chemical products and apparatus, and of chemical technology ; a cabinet of instruments for experiments in physics ; mineralogical collections ; geological and botanical collections ; a collection of pharmaceutical products ; a set of models for descriptive geometry ; a collection of surveying instruments and architectural models, and a gallery of works of art ; a number of reproductions for the illustration of ornament, and of the history of architecture ; a collection of casts for free-hand drawing ; a collection of examples for the different branches of drawing, and construction ; a library of works on construction and art ; and a technological museum. The building at present occupied by the school is too small, but another is preparing which will be all that can be desired.

The laboratory is well organized and kept in excellent order ; it is divided into two principal parts, one for analytical the other for pharmaceutical chemistry. Every provision is made for a good supply of water, and there are stills, gasometer, sandbaths, furnaces for fusion and reduction, stoves, &c. The whole is ventilated by aspiration from underneath, so as to prevent any smells from spreading through the other parts of the building. The workshops are open for the use of the mechanical pupils, and are used by some of them.

The division for builders and architects comprised, in 1864, about 40 pupils. The studies are regulated so that, on completing their first year of special studies, they have to pass one year in the practical exercise of their profession. After this noviciate they assume the title of builders (*Werkmeister*). When they have passed their fourth year at the school, and have worked one or two years under the direction of an architect, they can take the title of architect, and are allowed to undertake the execution of works for towns.

The division of engineers had, during the same year, from 60 to 70 pupils, and an examination of the projects which they executed, and of the very detailed and most complete studies of bridges of all kinds made by them, prove that they have been judiciously taught, and have studied well.

In 1860–61 the teaching staff consisted of 13 principal professors, 13 assistant professors, 13 foremen of workshops, and 7 private tutors.

The total number of pupils was then 270, of whom 141 were architects, mechanicians and engineers ; 51 chemists ; 21 traders and manufacturers ; 19 pupils intending to become professors, and 38 attended a variety of courses.

In 1864 the number had increased to 377, and then the first class of mathematics contained 62 pupils, the second class 37, the division of commerce 23, the division of architecture 89, the division of engineers 69, the division of mechanicians 53, and the division of chemists 44.

SPECIAL REPORT ON THE EDUCATIONAL ESTABLISHMENTS OF THE GRAND DUCHY OF BADEN.

Primary Schools (*Volkschulen*).

In the Grand Duchy of Baden all children between the ages of six and 14 (except in cases of ill-health) are compelled to attend the primary schools.

Those who, however, with a view to acquiring a superior education, attend a public or private school of a higher order, or those who attend a private primary school kept by a master authorized by the school inspector of the district, or any other duly authorized private schools are specially exempted from attendance at these schools.

The instruction given comprises :—Religion, the German language, writing, arithmetic, singing, and other instruction of practical utility in natural history, the natural sciences, geography, history, hygienics, rural economy, agriculture, geometry, &c. Drawing is added, if the resources of the school permit. However, none of these supplementary subjects are to be taught, unless it can be done without interfering with the study of the more essential branches of primary instruction.

Every parish which possesses a primary school is bound also to have, during the winter season at least, a work school for girls, in which they learn the kinds of work proper for their sex, especially sewing and knitting. In any case, from the age of 11 till they leave the primary schools, girls must attend these work schools during the winter months. The Council of Education may, on the application of parents or guardians, dispense from attending these lessons such girls as receive the required instruction either at home or elsewhere. Two days per week, and two hours a day at least, must be devoted to this instruction.

Factory Schools.

Children bound to attend school cannot be exempted from so doing for the purpose of working in factories, unless they attend special schools, the establishment of which must be authorized by the superior council of instruction, and the expenses of which must be borne by the manufacturers. Children over 11 years of age who have not passed the two lower degrees of elementary primary instruction cannot attend the factory schools. Each division must receive on the average at least two hours teaching every day. The class hours must be, as far as possible, so arranged in the morning and afternoon as to precede the working hours ; if this be impracticable the children must have at least an hour's recreation before they go to school. The sum total of hours for work and study, in the case of children who have not got beyond

the age when they can leave school (14 for boys and 13 for girls), must not exceed 12 hours. Children are allowed during the working hours, both morning and afternoon, a quarter of an hour's rest, and a whole hour at noon for play, with an opportunity of open air exercise in both instances.

There are factory schools at Haagen, Steinen, Lörrach, Laufenmühle, Ettlingen, and Schiltach, containing together from 400 to 450 children.

Improvement Schools.

In every parish during the winter half year, improvement schools are held which the boys who do not attend either a higher middle class school, or an industrial school, or some private establishment authorized by the Council of Education, are bound to frequent during the first two years after their leaving the primary school. These schools are open every week once or twice for two hours at least. It is only by exception and for special local reasons that they can be held in the evening, and in that case the police of the parish must take measures to prevent any disorder on the part of the boys attending them.

Here boys are exercised and improved in the subjects of instruction they have acquired in the primary schools, especially in writing, composition, and arithmetic. A greater portion of time than in the elementary schools is also devoted to imparting a practical acquaintance with natural history, the natural sciences, geography, history, and especially agriculture and the elementary principles of mechanics.

Sunday Schools.

These schools, which are kept for one hour every Sunday (festivals and vacations excepted), are attended both by boys and girls for three years (in large towns two years) after leaving the primary schools, and without exception both summer and winter. Boys who attend an upper middle class school, an industrial school, or any higher institution, or who receive a private education acknowledged sufficient by the Council of Education, and girls who attend a public school of a higher order, and are sufficiently acquainted with the subjects taught in the Sunday school are exempted from attendance.

Religious instruction is continued in the Sunday schools by using the class books prescribed for the purpose, and by reading select passages of the Holy Scriptures. The rest of the teaching for boys is devoted to those subjects which they study in the week-day improving schools.

The Grand Duchy of Baden also possesses three seminaries for training teachers for the primary schools, the Protestant seminary of Carlsruhe, where Jewish teachers are likewise admitted, and the Catholic seminaries of Ettlingen and Meersburg. Also a deaf

and dumb institute at Pforzheim, founded in 1783 by the late Margrave Charles Frederick, and a school for the blind at Freiburg, which was opened on the 22nd November 1828.

Agricultural Schools.

For instruction in agriculture the Grand Duchy possesses :— An agricultural school at Hochburg, near Emmendingen ; a school of horticulture at Carlsruhe ; a school of arboriculture at Carlsruhe, open for only eight or ten weeks in the year ; and a school of meadow culture, open only in winter, at Carlsruhe.

The number of pupils was :—

Years.	At the School.				
	Of Agriculture at Hochburg.		Of Horticulture at Carlsruhe.	Of Arboriculture at Carlsruhe.	For Graziers at Carlsruhe.
	Pupils.	Free Pupils.	Pupils.	Pupils.	Pupils.
In 1859-60 -	15	5	12	—	10
In 1860-61 -	15	4	9	10	16
In 1861-62 -	18	3	13	6	16

The knowledge of agriculture is also propagated in the primary schools, the masters of which are bound to give lectures on the subject beyond the limits of elementary teaching, properly so called, especially to the Sunday classes. The central commission of agriculture sends competent persons to see that this instruction is properly given, and awards prizes to the masters who perform this part of their duty with distinguished ability.

For the diffusion of knowledge concerning agriculture there is, under the direction of the central commission of the Grand Duchy, an agricultural society which extends its action over the whole country. At the end of 1862 this society numbered 11,934 members, and it publishes a weekly journal of agriculture, which has a circulation of 9,000 copies.

Veterinary School.

The old veterinary school of Carlsruhe was suppressed some years back, because the ground on which it stood was wanted for the enlargement of the polytechnic school. Since then, the young men who intend to follow that profession receive assistance from the Government to pursue their studies in foreign schools.

Trade Schools (*Gewerbeschulen*).

In every manufacturing town trade schools have been established for the purpose of giving suitable instruction to young artisans

not requiring a superior scientific education. The curriculum of these schools includes free-hand drawing of geometrical forms and figures, and the drawing of ornaments: arithmetic and the elements of algebra: geometry and geometrical drawing (working drawings): industrial economy and book-keeping by single entry: as well as exercises in reading and in written composition.

According to local requirements and the resources at command, the instruction comprises: the simple enumeration of the principal natural phenomena in physics: and as much of natural and chemical science as is useful in certain special branches, and in agricultural occupations. The application of mechanics to manufactures, with the description, construction, and calculation of the special machines used in the manufactures of the town and neighbourhood. A special course of instruction may be established also for any particular branches of industry.

The trade schools receive youths above the age of 14 who have commenced their apprenticeship or intend to do so almost immediately, and have attained the requisite preliminary instruction, which is merely that given in the primary schools. Journeymen are likewise admitted as pupils, provided they have received sufficient instruction, and can produce a certificate of good character. Admission is also readily granted to those who, following a trade not belonging to any corporation, wish to acquire useful knowledge by attending certain courses of lectures, as, for instance, the special course of physics for agricultural industries.

The instruction is given on Sundays and holidays, and partly on week days, and occupies, according to circumstances, a greater or less number of hours. Apprentices to special industries, for which the subjects taught in the trade are less necessary or less useful, are exempted from attending or they may be present at a portion only of the lessons. Apprentices also may be dispensed from attending the trade schools, if they have followed the first four years courses of a literary or upper middle class school, or if they can prove, by passing an examination, that they possess the instruction to be acquired in the fourth year of an upper middle class school. The burgomaster, or, if needful, the clergyman of the township, is empowered to pronounce penalties against masters who neglect the duty of sending their apprentices to the schools.

The trade schools are local institutions subsidized by the State. In 1862, the number of these establishments was 40, and their pupils amounted to 4,803. They were conducted by 34 professors and 36 assistants, the total sum of whose salaries, including the grant from the State, was, during the years 1860 to 1862, 30,533 florins.

In the school year 1851–52, there were only 30 trade schools, containing 1,855 ordinary pupils and 787 free pupils, or 2,642 pupils in all. Since then, the attendance has greatly increased, as shown by the following table:—

Years.	Total Number of Pupils.	Composed of		
		Journeymen.	Apprentices.	Pupils of no Trade.
In 1859–60 - -	4,275	329	3,343	573
In 1860–61 - -	4,461	424	3,472	565
In 1861–62 - -	4,803	461	3,635	707

These numbers would be still further increased if the statistics of all these establishments were complete. In the school years, from 1859 to 1862, the trade schools, 37 in number, were frequented as follows :—

Names of the Schools.	Total Number of Pupils.	Composed of		
		Journeymen.	Apprentices.	Persons of no Trade.
Constance - -	233	30	179	24
Neustadt - - -	65	3	54	8
Ueberlingen - -	52	2	48	2
Villingen - - -	85	6	74	5
Emmendingen - -	55	12	38	5
Freiburg - - -	361	58	302	1
Furtwangen - -	132	9	48	75
Saint Georgen - -	62	10	46	6
Schönau - - -	47	6	20	21
Triberg - - -	54	—	50	4
Waldkirch - -	78	6	40	32
Waldshut - - -	38	8	29	1
Baden-Baden - -	252	46	186	20
Bretten - - -	58	1	54	3
Bruchsal - - -	130	8	102	20
Bühl - - - -	67	—	53	14
Carlsruhe - - -	304	1	302	1
Durlach - - -	84	5	79	—
Eppingen - - -	122	12	102	8
Ettlingen - - -	91	13	57	21
Gernsbach - -	81	5	46	30
Lahr - - - -	149	5	142	2
Oberkich - - -	40	—	35	5
Offenburg - - -	110	11	82	17
Pforzheim - -	483	28	451	4
Rastadt - - -	140	15	114	11
Wolfach - - -	33	—	33	—
Buchen - - -	99	3	50	46
Heidelberg - -	424	44	251	129
Mannheim - -	282	45	237	—
Mosbach - - -	65	3	49	13
Neckargemünd - -	27	—	26	1
Schwetzingen - -	115	6	55	54
Sinsheim - -	52	—	48	4
Tauberbischofsheim -	39	6	26	7
Weinheim - -	76	8	67	1
Wertheim - -	151	11	93	47
Total - -	4,736	426	3,668	642

Within the last year or two, new schools have been established at Meersburg, Vöhrenbach (canton of Villingen), and at Schönau (circle of Heidelberg).

From 1859 to 1862 the pupils belonged to the following trades :—

Joiners	480
Smiths	382
Masons	360
Gold and silver smiths	251
Carpenters	200
Shoemakers	199
Tailors	185
Watchmakers	169
Bookbinders	80
Saddlers	78
Stone cutters	70
Turners	59

To the trade school at Mannheim a preparatory school was added some years back, which had 38 pupils in 1861–62. It is intended for boys from 12 to 14 years of age, who on attaining their fourteenth year are to be apprenticed, and will then enter the trade school. At this the instruction is regulated as follows :—

Subjects taught.	Number of Hours per Week.
Religion	2
German language	6
Geography and history	2
Arithmetic and algebra	4
Geometry	4
Free-hand drawing	4
Geometrical drawing	4
French language (optional)	4
Singing	1
Total	31

Under the same name there is a school at Carlsruhe intended for apprentices under 17 years of age. The lessons are given in the morning, from six to ten o'clock in winter, and from five to nine in summer. This instruction is compulsory for all apprentices from 14 to 17 years of age, and the masters with whom they work are responsible for their attendance, which is proved every day by stamping their pass book. The means of punishment are a warning, a remonstrance, fine, and imprisonment ; the master himself is liable to the same, if the apprentice's absence is caused by him. Besides lessons on working days, there are classes on Sundays, and in the evening for the workmen who please to attend.

The pupils are divided into three principal classes, which constitute three years of study. A fourth preparatory class receives those pupils who are sufficiently instructed to profit by the ordinary lessons. The studies are chiefly directed to arithmetic, with its applications to trade and industry; to practical geometry; projections and developments of surfaces; free-hand and linear drawing, specially applied to different trades; elementary mechanics; the elements of descriptive geometry; modelling; wood-carving. For the last two subjects there is a studio open to pupils from half-past seven to nine in the evening. In all these applications, especial care is taken to teach each pupil those most useful for his own profession.

There are in this school 300 pupils who are taught by a professor, a drawing-master, and a modelling master; the whole expense is only 1,900 florins, exclusive of house rent, teaching appliances, heating, and lighting, which are defrayed by the town.

Upper Middle Class Schools (*Höhere Bürger Schulen*).

The instruction given in these Schools comprises religion; the German, French, and Latin languages; general history; arithmetic; geometry, with practical exercises; geography; natural history; the natural sciences; technology; drawing; writing. singing. As a general rule, boys entering the lower classes must be 10 years of age. A complete upper school has courses extending over five or six years. The 24 upper schools of the Grand Duchy contained in the years indicated the following number of pupils:—

Names of Schools.	Number of Pupils.			
	1858–59.	1859–60.	1860–61.	1861–62.
Baden-Baden	125	128	114	115
Bischofsheim-on-the-Rhine	27	31	36	30
Bretten	43	52	50	56
Buchen	58	46	49	38
Constance	135	137	131	113
Eberbach	57	47	47	50
Emmendingen	55	59	57	63
Eppingen	47	46	50	62
Ettlingen	36	38	37	40
Ettenheim	222	225	206	218
Freiburg	184	187	186	186
Heidelberg	306	287	265	260
Gernsbach	—	—	—	28
Hornberg	32	26	24	30
Kork	13	16	18	15
Mannheim	284	285	276	287
Moosbach	101	101	76	67
Müllheim	92	90	83	86
Sinsheim	66	64	55	50
Schopfheim	45	44	51	50
Ueberlingen	40	50	53	56
Villingen	50	64	56	57
Waldshut	50	39	54	94
Weinheim	47	39	66	103
Totals	2,126	2,106	2,040	2,154

Under the same name there is, at Carlsruhe, a school analogous to the practical schools of Northern Germany. The studies are divided into seven classes, the two lower ones being double, owing to the number of the pupils. The instruction given is literary and scientific, and enables the pupils who have passed the higher classes to enter the polytechnic school.

The following table shows the nature of the curriculum :—

Subjects taught.	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	Totals.
Religion	2	2	4	2	2	2	2	16
German	4	4	4	2	3	3	3	23
Latin	.	5	4	4	3	4	4	24
French	5	5	5	5	4	4	4	32
English	.	.	.	3	3	3	3	12
History	.	.	2	2	2	2	2	10
Geography	3	2	2	2	.	.	.	9
Natural history	2	2	2	2	3	.	.	11
Arithmetic	4	4	3	2	.	.	.	13
Geometry and mathematics	.	.	.	3	5	5	7	20
Physics	.	.	.	.	.	2	2	4
Chemistry	.	.	.	.	.	2	2	4
Free-hand drawing	2	2	2	2	2	2	2	14
Linear drawing	.	.	1	.	2	2	2	7
Singing	2	2	2	2	2	2	2	14
Gymnastics	2	2	2	2	2	2	2	14
Caligraphy	2	2	2	1	.	.	.	7
	28	32	35	34	33	35	37	234

It appears from the above that, although this school is intended to give pupils a scientific education preparatory to the polytechnic school, the literary element is not neglected, as the German language occupies 23 hours, French 32 hours, Latin 24 hours, and English 12 hours per week, whilst arithmetic and mathematics together occupy only 33. Free-hand drawing is not over well taught ; there is too much copying of lithographs. As one of the applications of geometrical drawing, the pupils are practised in the projection and development of the more simple surfaces, which they execute on thin pasteboard.

This school, though established not long since, had, in 1864, 280 pupils.

Literary Schools (*Gelehrten Schulen*).

Under this designation are included the lycea, the gymnasia, and the pœdagogia.

The subjects taught in a lyceum are : — Religion ; German, Latin, Greek, Hebrew (for those who intend to study divinity), French, and (if the school funds will allow) Italian and English ;

mathematics, the natural sciences, natural history, geography, history, archæology, rhetoric, philosophy, caligraphy, drawing, singing, and gymnastics. Each lyceum has six classes and the course of study occupies nine years. The pupils of the lower classes must have completed their tenth year before admission.

All the schools which have not the means of teaching required to complete the programme, must divide the studies in conformity with its general spirit, and confine their teaching within limits proportioned to their resources Schools which carry on the studies as far at least as the seventh year inclusive, receive the name of gymnasium; the others are called by the name of pœdagogium.

The Number of Pupils was	1858–59.	1859–60.	1860–61.	1861–62.
In the pædagogium :—				
At Durlach - -	83	95	91	87
„ Lörrach - -	98	87	90	77
„ Pforzheim - -	185	195	207	218
Totals - -	366	377	388	382
In the gymnasium :—				
At Bruchsal - -	163	166	170	154
„ Donaueschingen -	93	82	82	80
„ Lahr - - -	146	117	132	134
„ Offenburg - -	130	126	143	126
„ Tauberbischofsheim -	222	191	178	158
Totals - -	754	682	705	652
In the lyceum :—				
At Carlsruhe - -	569	588	624	739
„ Constance - -	251	244	217	209
„ Freiburg - -	416	415	404	352
„ Heidelberg - -	196	186	203	223
„ Mannheim - -	267	252	252	263
„ Rastadt - -	157	136	136	161
„ Wertheim - -	150	163	172	161
Totals - -	2,006	1,994	2,008	2,108

School of Gymnastics.

At Carlsruhe there is a central school of gymnastics partly supported by the Government, the object of which is to train all those who intend to teach this branch of education. Those candidates who are already employed in teaching gymnastics in various degrees complete their training in this establishment; such persons as are employed in assisting the actual professors of gymnastics are also admitted. In case of need, assistance is granted to these candidates.

This institution is also in connexion with the establishments of public instruction at Carlsruhe, and especially with the lyceum. The pupils of the last-named schools receive their gymnastic lessons there, and a part at least of the pupils of other public schools may also be admitted.

Military Schools.

In 1820, the Grand Duke Louis founded the School of Cadets for the education of young officers ; but its existing organization dates only from 1851. Youths are admitted to this school from 15 to 18 years of age, after being recognized as fit for the military service, and having proved that they possess the requisite instruction, which comprises all that is taught in the gymnasia of the Grand Duchy as far as the fourth class inclusively.

The studies last three years and embrace :—

Theoretical courses.—German and French, mathematics, the military code, tactics, the military art, fortification, history, geography, land-surveying.

Practical courses.—Infantry and artillery exercises, manœuvres and the use of arms, fortification, surveying, and reconnoitring.

Gymnastics.—Fencing and sword exercise ; gymnastics, riding, swimming.

According to the budgets of 1862 and 1863, the number of cadets was then 60.

There is likewise at Carlsruhe an improving school for superior officers.

Universities.

The Grand Duchy of Baden has two universities, one at Heidelberg, founded in 1386 by Robert I., the other at Freiburg, founded in 1454 by Albrecht VI., Archduke of Austria.

There is also a seminary for Catholic priests at Freiburg, and the Catholic theologians who are candidates for degrees, must pass the last year of their studies in practical exercises at the seminary of St. Peter.

Upper School for Girls.

Under this designation there is, at Carlsruhe, a municipal institution which educates young girls of the middle classes from the age of 6 or 8 to 16 or 17. Besides the primary studies the pupils receive a more extensive literary education, and many of them are sufficiently well taught to act as governesses abroad, more especially in France. Other schools of the same kind are kept by private individuals in various parts of the country, and there is one at Offenburg managed by the nuns of a convent existing in that town.

In the Carlsruhe school there are 284 pupils, and the instruction is given to them in five classes, as follows :—

Classes.	Number of Pupils.	Age.	Number of Hours per Week.													
			Religion.	German Language.	German Literature.	French.	English.	Geography.	History.	Natural History.	Physics.	Arithmetic.	Caligraphy.	Singing.	Drawing.	Needlework.
I. { Higher / Lower }	46	6 to 8	2	11	-	9	-	-	-	-	-	-	1	-	-	12
II. { Higher / Lower }	66	8 to 10	2	5	-	9	-	1	-	-	-	3	3	2	-	11
III. { Higher / Lower }	68	10 to 12	2	4	-	8	-	2	-	1	-	2	2	2	2	11
IV. Two years of study.	64	12 to 14	2	4	-	8	-	2	2	2	1	2	2	2	2	6
V. Two to three years of study.	40	14 to 16	2	4	3	9	4	2	2	-	1	2	1	1	2	5
Total -	284	—	10	28	3	43	4	7	4	3	2	9	8	7	6	45

The school fee is 16 florins a year in the first class, 30 florins in the second and third, 36 florins in the fourth and fifth class ; there is also an entrance fee of one florin.

Every care is taken to engage, for the living languages, masters who have a good pronunciation. Singing and music are also well taught, but in drawing there is room for improvement. Instruction in needlework and other feminine occupations is given under the direction of competent mistresses, who give all their explanations in a foreign living language which the pupils must be able to speak.

The Government is anxious to increase the number of these schools, and to give some of them a commercial and somewhat industrial character.

School for Clock and Watchmaking at Furtwangen.

Since the sixteenth century the manufacture of clocks has been one of the staple trades of this part of Germany ; and in 1847 it is estimated that there were more than 4,000 persons employed in watchmaking. In the year 1849 a special school for this branch of industry was established, and the place selected for its seat was Furtwangen, in the canton of Freiburg, the old centre of the clock manufacture in the Black Forest.

This school now comprises : — 1. A general trade school (*Gewerbeschule*) teaching more especially everything connected with clockmaking. 2. A purely practical school, with workshops for improving workmen in the different branches of the art, and provided with everything required for promoting the progress of horological manufactures in Baden generally.

Industrial school.—The instruction given here consists of three courses, each occupying a year. The classes are always held in the morning, beginning at six o'clock in winter, and at five in summer, and vary from seven hours to fifteen and a half hours per week for each class of pupils. Moreover, seeing the general importance of free-hand drawing, three hours are devoted to it every Sunday for apprentices and workmen. The clockmaking school even supplies pupils of insufficient means with all the necessary material.

For children of either sex, between the ages of eight and fourteen, there are three courses of drawing. Instruction in modelling is given to joiners, sculptors, and painters, if they desire it. Besides, pupils are also taught moulding, the art of casting, of taking impressions on various materials, gilding on wood and stone, burnishing, varnishing, polishing, copper plate printing, &c.

In 1861 this school had 49 pupils and seven free auditors.

There are:—1. A principal professor of special drawing, of mechanics, of the knowledge of machines, of applied physics and chemistry. 2. A professor of free-hand drawing, of ornaments, modelling, and decoration. 3. An assistant master for German, arithmetic, geometry, geometrical constructions, and commercial accounts.

The instruction is thus distributed among the three classes:—

First Class.

Arithmetic and plane geometry	3 hours.
German language	2 „
Geometrical constructions; drawing applied to clockmaking	2 to 3 „
Free-hand drawing	1 to 3 „

Second Class.

Arithmetic and geometry, surfaces, volumes, curves, &c.	2 to 3 hours.
German, contracts, commercial correspondence	2 „
Book-keeping	1 „
Applied mechanics and physics, power and work, centre of gravity, the pendulum, simple machines, lever, wedge, screw, pulley	2 „
Motions of clockwork, generalities on the measure of time, constituent parts, and their relations	1 „
Drawing geometrical constructions, penetrations, curves for the teeth of wheels, tools	2 to 3½ „
Free-hand drawing with the pencil, shading	1 to 3 „

Third Class.

Arithmetic and mechanics, problems in clockwork, transformation of movements	1 to 2 hours.
Motions of clockwork, calculation of wheels; the different kinds of clocks, the best escapements, tools, and machines - -	2 „
Applied physics, especially with relation to clockwork - - - -	1½ „
Special drawing for clockwork - -	4 „
Free-hand drawing, shading - -	1½ „

Workshops for improvement.—There are at present three of these workshops, two for watches and one for clocks.

The first watch workshop admits young men who intend to follow the trade, and gives them all the means of becoming expert workmen. The second shop is a continuation of the first, that is to say, as soon as a young man has acquired in the first sufficient skill to take part in the manufacture of watches, he is at liberty either to enter any private manufactory or to pass into the second shop, where he continues to work under the direction of the professor, at the same time receiving wages. Skilful watchmakers are also received in this second shop to work by the piece. Both these shops are under the same roof as the school. The workshop for clocks is, on the contrary, owing to want of room, in the residence of the professor, and as he keeps a workshop of his own for clocks, the organization is analogous to the one we have described for watches. Every pupil has a place to himself like a workman; the tools are exactly the same as in a complete watch and clock manufactory, organized according to the best and most recent processes, and on the system of division of labour.

The workshops are never closed for want of work; but there are holidays at Easter, at the end of the school year, and in Carnival time, just the same as in the other manufactories of the Black Forest. The working hours are, in accordance with the general usages of the trade, from 7 to 11.30 a.m., and from 1 to 7 p.m., that is 10½ hours' work per day. The apprentices, who are exceptionally excused from attending the classes of the industrial school, are therefore employed 60 hours per week in the workshops. As a general rule, however, the apprentices are bound to attend the industrial school, so that those in the first class have seven hours' instruction, and 58 of practice in the workshops, in all 65 hours in winter; those of the second class, 12 hours and 54 hours, or 66 hours in all; those of the third class 7 hours and 58 hours, or 65 hours. In summer the theoretical courses begin at an earlier hour, which prolongs to 66 or 68 hours the time employed per week.

In the workshop for clocks the hours of work, according to the custom prevalent in the Black Forest, are 13 per day. In the second shop those who work by the piece can leave off at dusk.

There is no time fixed for pupils to remain in either workshop; their stay depends on the aptitude, application, and progress of each individual. In general the apprenticeship does not exceed

three years. In the contract signed on entering, the pupil engages to pay a certain sum in case he leaves the school by his own desire, or if, on withdrawing from the watch workshop, he leaves the Black Forest. In all other cases the instruction is gratuitous.

Each of the two workshops has benches for 10 pupils, the number of practical pupils, therefore, cannot exceed 20.

Workshops for watches.—The principle of division of labour is adopted in these shops, so that, as soon as a pupil possesses a general knowledge of the trade, he is advised to select the particular speciality for which he has most aptitude, or which best meets the actual wants of the establishment.

The instruction therefore consists: 1. Of a general part common to all the pupils. 2. Of a part special to each pupil, and which will render him perfectly competent to undertake one or more of the branches forming the complete manufacture. 3. Of a part intended to form workmen thoroughly versed in both the practice and the theory of the art.

The first, or general part, forms the basis of all the subsequent instruction, and is, therefore, of the utmost importance. While the pupils are going through it the professor has ample opportunities of appreciating their capabilities and of deciding what special branch will best suit them.

In this part of the course the pupil has to acquire,—dexterity in filing, turning, drilling, polishing, &c.; a knowledge of the treatment of materials, hardening and annealing of steel, hammer-hardening of brass, &c.; the power of making small tools, such as punches, drills, counter-sinks, rimers, screw taps, &c.; the use of the simple machine tools; a facility of producing pieces in the rough, a knowledge of the constituent parts of a watch, the practice of drawing watches, and all their parts.

The details of the practical teaching are so numerous that it is impossible to give them here. Strict attention is paid to the perfection of the work, and to the exact proportions of size. The parts most minutely examined for the making of the pieces in the rough are the lever escapements, the balances, the cutting and setting of the jewels, the position of the wheels, &c. The instruction of the complete watchmaker embraces a knowledge of all parts of the divided labour; it must also familiarize the pupil with the geometrical proportions of the parts of a watch, enable him to judge of its movement, to undertake improvements, and even to devise new systems.

This instruction is given by a professor and his assistant, both practical watchmakers.

In the year 1860 there were 13 pupils, four of whom had completed the course at its close. In 1860–61 there were only 11 pupils, as none are admitted but those who display more than the average talent.

Workshops for clocks.—The object of these is to improve this branch of manufactures in the Black Forest. Owing to the peculiar organization of the clock manufacture, it is very difficult to establish the principle of division of labour in this branch; the instruction given, therefore, is such as to enable every pupil

to take any work that he can obtain in establishments already existing, or to set up a workshop of his own. It is indispensable that, while more especially cultivating the branch for which he feels most inclined, he must none the less learn to make complete movements, and to prepare the different pieces in the rough.

The instruction is divided into:—1. The general elementary teaching common to all the pupils. 2. The general improvement of the pupil in all the branches, but with a more particular study of that for which the pupil is but fitted.

The pupil has to acquire: — Dexterity in filing, drilling, turning; the knowledge of materials, and manner of treating them; the making of the different tools; instruction in the use of the various machines required in the manufacture of clocks; the knowledge of the constituent parts of a clock, their purpose, and execution. The concluding instruction consists in teaching how to make the cases, barrels, and wheels; the moving powers; the conditions indispensable for good working of the wheels; the making of ordinary movements; striking and repeating clocks; finishing with pieces in the rough. As there are always in the workshops pupils of various degrees of proficiency, this last course cannot be divided into sections.

As has been stated the pupils before leaving must be able not only to finish off but also to prepare the different parts in the rough, otherwise they could not be of much use in the present manufactories of the Black Forest. It is nevertheless necessary for them to know the system of the division of labour, and the use of the more expensive and more perfect machines, so as to be able to take advantage of them whenever an opportunity occurs.

The instruction is given by a professor, and the ten benches are full.

The Furtwangen school has in all six professors, one of whom is director; there are also two workmen and one man servant.

During the last year there were:—

	Pupils.
In the industrial school of the first year -	29
„ „ of the second year -	11
„ „ of the third year -	9
In the workshops for watches -	14
In the workshops for clocks -	17
Total -	80

Fifty-four boys, from 8 to 14 years of age, and 18 girls, from 8 to 13, have attended the school for free-hand drawing.

The yearly sum allowed for the school by the Government is at present 10,000 florins.

Plaiting Schools.

Another of the staple industries of the Black Forest is straw-plaiting, and this also has been encouraged by the opening of

schools. In 1851 a school for girls was established at Furtwangen under an able mistress, and in this school skilful workers were trained who have since themselves become mistresses. Numerous other schools for straw-plaiting have been opened in the Black Forest.

Workmen's Society (*Arbeiterbildungsverein*).

The object of this association is to enable journeymen to acquire knowledge useful in their trades or general instruction, to cultivate singing, to found instructive and amusing lectures, to take measures for the establishment of savings' banks and benefit societies. For the more easy attainment of these ends this association is connected with the industrial society.

The admission fee is 12 kreutzers, and the monthly subscription 15 kreutzers, to be paid on the first Thursday in every month. Sick members do not pay during their illness.

The society is managed by a committee composed of 12 members, half of whom are elected every six months by ballot. The committee meets once a week. All expenses exceeding 5 florins must be submitted to a general meeting, except in cases of urgency. General meetings are held once a fortnight to transact ordinary business.

It is in correspondence with similar societies in the Grand Duchy and abroad, in order to secure to its members the same paternal reception which it accords to others. Whenever the number of members is reduced to six, the society is *de facto* dissolved. Its funds are then invested to become the property of any new society founded in the same locality, after it shall have existed two months.

The following are the subjects taught:—Sunday, at 9 a.m., drawing; at 8 p.m., exercises on the manner of treating questions; Monday, general meeting, interesting questions of natural science, singing, declamation; Tuesday, book-keeping and correspondence; Wednesday, history of Germany; Thursday, German language and singing; Friday, history and literature; Saturday, arithmetic and singing—all at 8 p.m.

The society has a library of about 200 volumes, and a reading room which is open every evening. In 1863 the society counted 197 members, of whom 130 were journeymen and 67 friends of industry; among the workmen were 44 joiners, 21 tailors, 11 shoemakers, four wheelwrights, &c. The non-workmen were manufacturers, tradesmen, professors, and civil functionaries.

Polytechnic School.

The Carlsruhe Polytechnic School, founded in 1825, is justly regarded as one of the most excellent establishments of the kind in all Germany. The noble building it occupies cost 40,000*l*. It contains spacious class rooms for all the studies of the pupils, fine amphitheatres large enou h to seat 230 hearers, an extensive

and well-arranged laboratory, and well organized workshops, in which are executed, perhaps at rather too great cost, but in the most perfect manner, the models to complete the excellent collection already existing. The whole of these collections constitute an establishment of the highest order, well worthy of its great reputation.

The number of pupils in the school for the year 1863–64 was 589, distributed as follows :—

Divisions.	Badeners.	Foreigners.	Totals.
Mathematics	66	76	142
Engineers	44	62	106
Architects	36	56	72
Foresters	33	14	47
Chemists	12	14	26
Mechanicians	18	103	121
Posts and commerce	32	4	36
Free auditors	18	21	39
	259	330	589

This table shows that the divisions for mathematics, engineering, and mechanics are by far the most numerously attended. Of the total number of foreigners France sends 2, Prussia 64, Russia 44, Bavaria 25, Switzerland 20, Austria 17.

This establishment is a kind of technical university, which, in addition to scientific studies of a high order, comprises in its organization several special divisions. The first of these is devoted not merely to mathematical science, as its name would seem to indicate, but also to the general scientific knowledge necessary for the other technical divisions, and which the pupils may acquire by following the particular courses relating to those sciences.

The technical divisions are :—

Engineers	requiring 2 or $2\frac{1}{2}$ years.	
Architects { Builders	,,	2 ,,
Architects { Architects	,,	4 ,,
Foresters	,,	2 ,,
Chemists	,,	2 ,,
Constructors of machines	,,	2 ,,
Commerce	,,	1 ,,
Posts	,,	1 ,,

The only qualification for admission is that the candidate shall possess the requisite instruction to enable him to follow one of the divisions. There is no absolutely compulsory series of study ; the examinations alone impose on the pupils the necessity of acquiring the necessary instruction, and thus indicate to them the courses which are indispensable.

Mathematical Division.

The studies of this division extend over two years. For admission to the first year's course the candidate must be above 17 years of age, and must prove that he is sufficiently acquainted with elementary mathematics, and can treat of a given subject in the German language. A candidate may enter the second year's course at once on showing that he knows the subjects taught in the first year, and that he is 18 years of age. The following is the programme of studies :—

First Year :—

Differential and integral calculus	5	hours.
Plane and spherical trigonometry	2	„
Analytical geometry of two dimensions	2	„
Descriptive geometry	6	„
Elements of mechanics	5	„
Experimental physics	4	„
(And one hour of repetition.)		
German language	2	„
French language	3	„
Free-hand drawing	2	„
Modelling	4	„

Second Year :—

Differential and integral calculus	4	„
Analytical geometry of three dimensions	2	„
Analytical mechanics	5	„
Descriptive geometry	4	„
Technical drawing	4	„ (summer)
Practical geometry	4	„
Higher physics	3	„ (winter)
Physical experiments	6	„ (summer)
General chemistry (course of the chemical division)	4	„
Mineralogy and geology	3 to 4	„
German literature	2	„
French language	3	„
English language	3	„
Free-hand drawing	4	„
Modelling	4	„

Division of Engineers.

This division prepares for all the branches of the profession, military engineering excepted.

To be admitted the candidate must possess the knowledge acquired in a gymnasium or lyceum as far as the second class, and that of the two years' mathematics of the preceding school. In the absence of certificates, the candidate must pass an examination.

The studies occupy two years according to the following programme :—

	Hours.
First Year :—	
Calculation of variations - - (in winter)	2
Surveying - - - - - -	2
Method of least squares - - - - -	1
Applied mechanics - - - - -	3
Technological chemistry - - - - -	3
Roads, hydraulic constructions (with three afternoons of experiments) - - - -	5
Construction of machines - - - -	12
German literature - - - - -	1
Ancient and mediæval literature - - - -	5
Practical construction in wood and stone - -	4 to 6
Free-hand and landscape drawing - - -	4
English language - - - - - -	3
Second Year :—	
Bridges and roads - - - - -	6
Construction of railways - - - -	2
Exercises in practical building every afternoon in winter, and both morning and afternoon in summer - - - - - -	
Construction of machines - - - -	6
Questions in mathematical physics - (summer)	2
Popular law - - - - -	2
German literature - - - -	5
Ancient and mediæval history - - -	5
Free-hand and landscape drawing - - -	4

Third Year.—This course, which is one of six months only, is intended for engineers who intend to practise in the Grand Duchy. They have to familiarize themselves with the regulations and usages as to contracts for public works, as well as to price currents (two hours per week).

Drawing up of projects, specifications, estimates 8 hours.
Higher architecture - - - - 3 „

The pupils are taken out for excursions to building yards and works in course of execution ; in this case the lessons are interrupted.

Division of Builders.

This division is subdivided into two parts ; the lower section is intended to train builders (*werkmeister*), capable of projecting and executing all ordinary buildings for dwellings and manufacturing purposes. The higher division is meant to train architects in the higher sense of the word, and those who pass through it are expected to improve themselves subsequently by travelling to study the more remarkable creations of their art.

This division require four years' study ; the qualifications for admission are the same as for the engineering division, except

that only the first year's course of the mathematical division is necessary.

	Hours in Winter.	Hours in Summer.
First Year :—		
General and inorganic chemistry (chemical course, 1st division)	4	4
Mineralogy and geology	3 to 4	3 to 4
Building materials	2	2
Descriptive geometry	4	4
Statics of buildings	2	2
Architectural drawing from copies	4	6
Drawing of plans	4	6
Landscapes	4	4
Drawing of ornaments	4	6
Modelling in plaster	4	—
Building arches in the yard	—	4
Modelling in wood	4	4
Ancient and mediæval history	5	5
German literature	1	1
Second Year :—		
Knowledge of machines	6	6
Bridges and roads	5	5
Technical architecture	4	4
Elementary studies of projects	2	2
Architectural drawing from models and copies, projects	4	6
Projects of dwelling houses	4	6
Landscape drawing	4	4
Drawing ornaments from copies	4	6
Modelling in plaster	4	—
Building arches in the yard	—	4
Modelling in wood	4	4
Ancient and mediæval history	—	—
Literature	—	—
Third Year :—		
Technical course of architecture, 2nd part	3	3
Higher art of building	3	3
History of ancient architecture	2	2
Plans of dwelling houses	6	9
Graphic studies on the more remarkable orders and edifices	2	3
Aerial perspective	2	3
Drawing ornaments from models and nature	3	3
Drawing of figures	4	4
Free-hand drawing	4	4
Modelling from models	5	4
Ancient and mediæval history	—	—
German literature	—	—

	Hours in Winter.	Hours in Summer.
Fourth Year :—		
Popular law	2	2
Higher art of building	3	3
History of mediæval and modern architecture	2	2
Projects of great public buildings	6	9
Study of the architecture of the middle ages and copying of the principal monuments	2	3
Perspective views in water colours	2	3
Drawing of ornaments	2	3
Figure drawing from plaster models and nature	4	4
Free-hand drawing	4	4
Modelling from nature or fancy	5	4
Ancient and mediæval history	—	—
German literature	—	—

The mornings left free are devoted to graphic studies, and, at the end of the school year, there is a competition for the fourth class. A gold medal is given for the best project.

In these programmes for the architectural division, it is worthy of remark that there is no mention of mathematical instruction with regard to the stability of buildings, the strength of materials, &c. Such being the case, it is not easy to see the utility of the high mathematics and mechanical analysis required for admission into this division, the first two years of which are intended to form builders and overseers of works. It would, perhaps, be better to require less of the higher mathematics and more of the applications of the principles of science to the art of building. The practice of exercising the pupils of this division in the actual construction of various arches appears to be excellent. But as this can only be executed in bricks, it should not set aside that of making vaults and other constructions in plaster on a reduced scale, which oblige the pupils to trace all the panels and completely realize the different parts.

After the first two years' studies, the pupils who have no higher ambition than to become builders or overseers of works have acquired sufficient theoretical and practical instruction.

Division of Foresters.

The instruction of this division consists of:—1. A preparatory course ; 2. Two years' studies. To enter the preparatory course, the qualification required is proficiency in the subjects taught in a lyceum as far as the second class, or else in all the classes of a gymnasium. The following is the programme :—

	Hours.
Preparatory Course.—	
Arithmetic and algebra	3
Plane and solid geometry	3

	Hours.
Experimental physics	4
General and special botany	4
Zoology	3
Botanical excursions and observations once a week in summer.	
History of German literature	2
Popular law	2
Rudiments of forest science	2
Practical instruction in forest questions and in the accounts of forest administration	—
First Year.—	
General arithmetic and algebra	2
Plane polygonometry, spherical trigonometry	2
Mathematical forest exercises	4
General chemistry	4
Mineralogy (winter)	3
Geology (summer)	4
Practical mineralogy	2
General botany, anatomy, chemistry, physiology, geography (winter)	4
Climate, meteorology, knowledge of soils	3
Natural history of timber trees	2
Forest management (winter)	3
Forest dues	2
Practical geometry	4
Excursions and explanations in the forest	—
Botanical excursions	—
Second Year.—	
Solution of problems	2
Agricultural chemistry	2
Administrative science, political and financial economy	2
Roads and hydraulic constructions (elements)	2
Guarding and protecting of forests	2
State of forest science	2
Working and valuations after rational methods	4
Valuation of the soil and produce of the forest as the basis of their real worth	2
Notions on the chase	2
Forest administration	2
Forest police	3
Forest laws and those of the chase	2
Excursions and journeys with applications.	

Division of Chemists.

This division is especially devoted to young men who purpose following careers in which a knowledge of chemistry, physics, and natural history may be useful, whether they intend to devote

themselves to chemistry or to engage in mining or metallurgical works. Admission is free to all who possess the instruction necessary for following the courses, and are full 17 years of age. The subjects taught are summarily stated in the following programme :—

	Hours.
General chemistry, 1st course, inorganic part (winter term)	4
Organic chemistry (summer term)	4
General chemistry, 2nd course, history and philosophy of chemistry (one year)	1
Repetition of chemistry (winter)	2
Conference on chemical analysis (summer)	2
Art of assaying metals	—
Manipulations in the laboratory	—
Qualitative and quantitative analysis	—
Agricultural chemistry (winter)	2
Chemical technology, organic and inorganic, various manufactures (one year)	3
Metallurgy (one year)	2
Experimental physics	4
Repetitions of physics	1
Higher physics	—
Botany and geology	7
Mineralogy (winter)	3
Physical geography (summer)	4
Knowledge of useful minerals (winter)	2
Practical mineralogy, excursions, &c. (summer)	2
Crystallography (winter)	2

This very extensive curriculum constitutes a series of courses which may be followed, not only by the pupils more especially destined for the chemical arts, but also for those of the other divisions. To take part in the chemical manipulations, the pupils pay 44 florins a year, and are supplied with all the needful re-agents.

Division of Constructors of Machines.

The qualification for admission is the instruction acquired by a pupil during the first year of the mathematical division. The whole course takes two years. The number of hours per week devoted to each subject is indicated in the following programme :—

	Hours.
First Year.—	
On machines	6
Construction of machines	4
Arrangements of machines	6
Experimental physics	4
Applied mechanics	3
Practical geometry	—

	Hours.
Mechanical technology	2
Chemical technology	—
Metallurgy	—
Knowledge of useful minerals	2
Roads and hydraulic constructions	5
Free-hand drawing	4
Ancient and mediæval history	5
Practice in workshops from 4 to 6 p.m.	—
German and French literature	4

Second Year.—

On machines	6
Construction of machines	4
Putting up machines	6
Mechanical technology	2
Select questions of mathematical physics	2
Higher physics	6
General chemistry	4
Id. repetitions (winter)	2
Road and hydraulic constructions	6
Railways (summer)	2
Chemical technology	—
Metallurgy	—
Ancient and mediæval history	—
German literature	—
Free-hand drawing	4
English language	4
Practice in workshops from 4 to 6 p.m.	—

Commercial Division.

The qualification for admission to this division is the instruction that can be acquired in an upper middle class school. The instruction is given according to the following programme:—

	Hours.
On commerce	5
Book-keeping	2
Commercial correspondence	3
Commercial arithmetic	3
Knowledge of merchandise	3
Commercial geography	3
Commercial history	1
Languages: German	4
Languages: French	4
Languages: English	3
Caligraphy	2
Drawing	2

Post Office Division.

The qualification for admission is the degree of instruction acquired on leaving the upper class of a gymnasium or the higher division of the fifth in a lyceum. Two years are required to complete the courses which are arranged as follows :—

	Hours.
First Year.—	
Arithmetic	3
Mechanics	3
Experimental physics	4
French language	4
German language	2
Caligraphy	2
Second Year.—	
Political arithmetic	3
Geography	2
General notions of political economy (summer)	2
Popular law	2
Commercial law	3
Application of mechanics to conveyance	2
Ancient and mediæval history	5
German literature	2
French language	3
French literature	2
English language	3
Caligraphy	2

Management.

The committee of management consists of a director, two councillors, the librarian, the secretary, and an accountant. The staff of teachers, professors, assistant professors, and masters is arranged as follows :—

	Prof.	Assist.
Mathematics	4	2
Natural sciences	6	2
Architecture and building	4	1
Bridges and roads	3	—
Knowledge of machines	3	—
Forest sciences	3	—
Commerce	2	—

	Masters.
General courses (languages and literature)	9
Sculpture	1
Caligraphy	1
Workshops	3

Summary.

A general recapitulation of all the educational establishments for all classes of citizens shows that the Grand Duchy possesses :— Infant schools ; Primary schools ; Factory schools ; Sewing schools for girls ; Week-day improving schools ; Sunday schools ; Normal schools for primary teachers ; Deaf and dumb schools ; Blind schools ; Agricultural schools ; Veterinary schools ; Professional schools; Superior burgess schools ; Literary schools ; Gymnastic schools ; and Military schools. Also a Polytechnic School, containing a division of: —the higher sciences ; engineers ; architects, foresters, chemists, constructors of machines, commerce, post office service, and telegraphy. Besides these there are two universities.

It is evident from the above that in the Grand Duchy of Baden, public instruction is organized in a manner to satisfy all literary and scientific requirements, as well as those of the public service and of industry.

This complete system which meets all the intellectual wants of the population according to their qualifications, social position, or resources, while it secures the material prosperity of the country and its inhabitants, contributes at the same time to moral improvement, and to political tranquillity.

PART II.—REPORTS AND NOTICES OF VARIOUS ESTABLISHMENTS FOR TECHNICAL EDUCATION IN FRANCE.

REPORT ON THE HISTORY AND PRESENT CONDITION OF THE IMPERIAL CONSERVATORY OF ARTS AND TRADES AT PARIS.

Origin of the Conservatory.

The first attempts to form a collection of machines and looms such as that now kept at the Paris Conservatory were made by Vaucanson, at the Hotel de Mortagne, in the Rue de Charenton, where he allowed artisans to study them for the purpose of instruction. At his death he bequeathed the whole to the Government, which accepted the legacy and purchased the Hotel de Mortagne. M. de Vandermonde was the first curator of this industrial museum, and, under his skilful management, from 1785 to 1792, 500 new machines were added to the collection.

As soon as the revolutionary tempest began to subside, and men's minds had returned to a calmer state, measures were taken to collect and save from dispersion the artistic and industrial riches of the institutions which had been destroyed. The Convention, by a decree of the 23rd Pluviose, year II. (11th February 1794), appointed a temporary commission on which were placed several persons eminent in the sciences and industrial arts, for the purpose of collecting in suitable depositories *the books, instruments, and other objects connected with science and art that might be useful for public instruction.* These articles, obtained from numerous and different sources, among others from the collection of models belonging to the old Academy of Sciences, were consigned, some of them to the Louvre, others to the Rue de l'Université, and the rest were added to the collection at the Hotel de Mortagne.

Original constitution.

Such was the still precarious state of things when, on the 19th Vendémiaire, year III. (13th October 1794), the National Convention, on the motion of Grégoire, Bishop of Blois, adopted a decree which formed the first regular constitution of the Conservatory of Arts and Trades. These fundamental articles were as follows :—

" Art. 1. There shall be formed in Paris, under the name of *Conservatory of Arts and Trades,* and under the inspection of the Commission of Agriculture and Arts, a collection of machines, models, tools, designs, descriptions, and books in all kinds of arts

and trades; the originals of instruments and machines invented or improved shall also be kept at the Conservatory.

"Art. 2. Explanations shall there be given on the construction and use of tools and machines employed in arts and trades.

"Art. 3. The Commission of Agriculture and Arts, under the authority of the committee with which it is in communication, shall in such quarters as may be deemed useful to the Republic, use every means of improving arts and trades, and principally by the distribution of descriptions, designs, and models.

"Art. 4. The Conservatory of Arts and Trades shall be composed of three demonstrators, a draughtsman, &c."

The premises at first selected for the seat of the Conservatory were the buildings of the *Garde-Meuble* (furniture stores), but political changes and other causes prevented this design from being realized.

Temporary suspension of the Conservatory.

The constitution of the Conservatory, and the functions attributed to it, among which was the duty of awarding prizes to citizens who had introduced useful inventions, led to so great an increase of the collections that it was indispensable to provide premises extensive enough to receive them all. An application was accordingly made to the Directory that the old Abbey of St. Martin might be granted for the purpose.

But this request, though granted by the executive, was not sanctioned by the Council of Five Hundred, which, in the sitting of the 14th Vendémiaire, Year V. (5th October 1796), under the pretext of economy adopted the following resolutions :—

"That, for the present, no further outlay shall be made on account of the Conservatory of Arts and Trades, except what is absolutely necessary to prevent the loss or deterioration of the instruments and machines. In consequence, all the salaries of the members and servants of the Conservatory are suspended."

"That the National Institute shall express its opinion as to the most economical means of bringing into one place those of the said instruments and machines which are worth preserving, and of rendering them serviceable to the Republic."

Removal to the Abbey of St. Martin.

Notwithstanding these resolutions, which apprised the members of the Conservatory that it is sometimes dangerous to be too zealous in one's duties, they nevertheless persisted in their efforts, and, on the 7th Nivose following, the Council of Ancients, acting on a very energetic report drawn up by Alquier, rejected the resolution of the Council of Five Hundred, and adopted the following :—

"Art. 1. The portion of the buildings of the old Abbey of St. Martin-des-Champs, and the grounds tinted red on the plan annexed to this resolution, are placed at the disposal of the Executive Directory for the use of the Conservatory of Arts and Trades.

"Art. 2. A sum of 59,600 francs, to be taken from the funds voted for the extraordinary expenditure of the year VI., is placed at the disposal of the Executive Directory for the repair of the said buildings, for appropriating the premises to their future use, and for paying the indemnity, if any be due, to the sub-tenant of the said buildings."

These buildings, however, which had been used as a manufactory of arms, were not transferred to the members of the Conservatory till the 12th Germinal of the Year VII. The members at the time were:—J. B. Leroy, Conté, and Molard, demonstrators, and Beuvelot, draughtsman. Some time after Montgolfier replaced Leroy, and Grégoire succeeded Conté. This mode of management was retained till the year IX., Molard then became sole manager, and the council ceased to meet.

Drawing school.

As early as 1796, when drawing, applied to industry and descriptive geometry, which is its basis, were not taught in any establishment intended for industrial education, Molard had attempted to annex to the collections an elementary school of drawing and of the first rudiments of the geometrical sciences. From this school, then almost the only one of its kind, proceeded a number of pupils who, in different ways, became useful to their country, and several eminent manufacturers, among whom the Conservatory can mention with pride M. Sellière, spinner at Senones (Vosges), M. Emile Dollfus (of Mulhouse), and M. Schneider, ex-minister, and now vice-president of its council. Under the management of M. Le Blanc, this school became the nursery of geometrical drawing, as it has been so well developed in the Schools of Arts and Trades, and in the technical schools of the country. The present professors of geometrical drawing at the Polytechnic School and the School of Bridges and Roads, as well as the School of Mines, and the Central School of Arts and Manufactures, were all taught by Le Blanc at the Conservatory.

Spinning school.

In 1810, when the continental blockade almost entirely prevented the importation of cotton goods, and the Government was very desirous of developing the manufacture of cottons, Chaptal established a spinning school at the Conservatory. Looms were also put up, in the old church of the abbey, for the purpose of instructing weavers, who afterwards found employment in private manufactories. This weaving school, though essentially a temporary institution, and having a character foreign to the more general object of the Conservatory, was discontinued after it had trained a sufficient number of workmen to give an impulse to the trade.

Commencement of public teaching.

We thus see that, with the exception of the elementary drawing school and this temporary workshop, the Conservatory had not, down to this date, any other object than the forming of collections, open to the public, of models of the machines, looms, and apparatus employed in the industrial arts. The functions of demonstrator have in reality never been fulfilled in the proper sense of the word, for the very simple reason that explanations given on the spot, in galleries open to a promiscuous crowd of visitors, were well nigh impracticable. No such demonstrations have therefore ever been given, and at the present day, when these galleries are sometimes frequented by 2,000 or 3,000 persons in the course of the day, they are so inconveniently crowded, that the impossibility of permanent demonstrations becomes still more

manifest; nevertheless, whenever explanations are solicited, from any motive more elevated than mere curiosity, the officials of the establishment are always ready to give them.

But what cannot be done in these crowded galleries is accomplished with ever increasing success in the amphitheatres; these were first opened in 1819 for instruction in the applied sciences, which has received the successive developments hereafter described. A royal Ordinance, dated 5th May 1817, appointed for the direction of studies at the Conservatory, a council of improvement which was presided over by an inspector-general, (the first president was the Duke de la Rochefoucauld-Liancourt, afterwards Duke de Doudeauville,) and of which the director and 12 other gentlemen eminent in science and art were members. This council was to give its advice on all matters and make any suggestions which it thought calculated to extend and multiply the advantages that the Conservatory of Arts and Trades was capable of conferring on the national industry, and especially on the means of securing to every branch of the establishment the greatest possible degree of perfection. Another decree, of the 25th November 1819, followed by a ministerial decision of the 2nd December, appointed the council as follows:—Duke de la Rochefoucauld, peer of France, *president;* Count Berthollet, Count Chaptal, M.M. de Mirbel, Gay-Lussac, Arago, Molard, Members of the Institute; M. Ternaux, manufacturer; M. Darcet, inspector of the Mint; M. Scipien Perrier, merchant; M. Widmer de Jouy, manufacturer; M. Welter, manufacturer.

Such was the scale of the institution in 1819. Limited to collections for the increase of which very scanty sums were allowed, no longer receiving models of newly invented machines and apparatus, and having never been able to organize the service of its official demonstrators, it only offered to industry a mute museum, from which the manufacturer or artisan might doubtless derive useful instruction, but altogether isolated from the principles which should form its base. The authors of the decree of November and the ministerial decision of December 1819 were well aware of this fact, and they therefore decided on establishing at the Conservatory a public and gratuitous course of public instruction on the application of the sciences to the industrial arts. This instruction, which was founded chiefly by the enlightened efforts of M. C. Dupin, at first comprised only three courses:—A course of mechanics and a course of chemistry applied to the arts, and a course of industrial economy. The first professors named were MM. C. Dupin, Clément Désormes, and J. B. Say. They were thenceforth allowed the same salary and privileges as the professors of the College of France and of the Museum of Natural History.

Decree of 1820.

In 1820, a royal decree for the regulation of the Conservatory of Arts and Trades declared:—

"Art. 1.—The Council of Improvement (*Conseil de perfectionnement*) of the Royal Conservatory of Arts and Trades shall be re-constituted under the name of *Council of Improvement of the Conservatory and Schools of Arts and Trades.*"

"Art. 7.—The Council of Improvement shall deliberate on the system of instruction and of work, on the sale of the products of the Royal Schools of Arts and Trades, and on the regulations and programmes made or to be made. It shall in the first instance take cognizance of the regulations at present existing, and shall present a special report on the maintenance of the same or on the modifications that may be deemed advisable."

"Art. 8.—Every year the Council of Improvement shall draw up a general report on the state of the Conservatory, and of the instruction there given, and shall present observations on the reports sent in from the School of Arts and Trades, which our minister shall have communicated to it. This report, with the accompanying observations, shall be presented to our Minister of commerce and Manufacrures. The result shall be submitted to us."

Decrees of 1829 and 1836.

For several years, and till 1832 or 1833, the council did indeed devote its attention to the different questions relative to the schools of arts and trades, but in a somewhat perfunctory manner, and without taking any real and continuous action. The application of the physical sciences becoming every day more extensive, a course of physics applied to the arts was considered absolutely necessary; it was founded by a decree of 1829, and thus added fresh popularity to the courses of the three first professors, which were already very numerously attended. Another decree, dated 25th August 1836, made three additions to the instruction already given; they were:—A course of cultivation; a course of mechanics and building applied to agriculture; and a course of agricultural chemistry.

Decrees of 1839 and 1840.

But the seven courses thus established were still insufficient for the increasing developments of industry and for the general demand of more scientific instruction; consequently in 1839 another royal decree, dated 26th November, founded five new public and gratuitous courses, viz.:—A course of mechanics applied to industry; a course of descriptive geometry; a course of industrial legislation; a course of agriculture; a course of chemistry applied to the arts. The course of cultivation, some few days later, was constituted a second course of agriculture, and the number of courses was thus raised to ten.

A royal decree of the 24th February 1840 modified the organization of the Council of Improvement, which thenceforth was composed of the professors only, without the co-operation of other members. From this time the Council of the Conservatory ceased to exercise the control over the schools of arts and trades which had been attributed to it by the decree of 1820.

Regulations of 1843.

On the other hand, the council was directed to present to the minister a draught of regulations both for its own interior organization and for the conducting of the public courses, as well as for the preservation, increase, and publicity of its collections. These regulations, approved on the 1st December 1843, were drawn up on the basis adopted for the College of France and of the Museum of Natural History. In conformity with the practice of those establishments it was decided that in case of a chair be-

coming vacant the new professor should be chosen from two candidates, designated, one by the institute the other by the Council of Improvement.

At the same time that the regulations of 1843 thus assimilated the Conservatory to our great scientific establishments, they also deprived it of the direction of the studies in the schools of arts and trades.

Project of 1848.

But in 1848 necessity and expedience superseded the regulations. On the one hand, a decision of the Minister of Agriculture and Commerce, considering that, "though the system of national "education is liberally organized for primary and secondary in- "struction in letters and science, the case is very different as "regards the teaching of the sciences applied to industry," charged the professors of the Conservatory of Arts and Trades, united in a commission, to organize a general system of teaching the applied sciences, and decided that the courses of the Conservatory should henceforth form the higher degree of that instruction.

A report on this important question was drawn up by the council and presented to the minister; but the events that supervened prevented the immediate accomplishment of those changes which the progress of French industry already demanded at that time. Moreover, from 1848 to 1855, several professors of the Conservatory were successively charged to inspect the Schools of Arts and Trades, as well as to revise their regulations and programmes. Lastly, the competitions for vacant masterships in those schools came regularly, held at the Conservatory, and several of its professors are always on the jury. In fact, it is difficult to conceive that all the questions relative to teaching in the Schools of Arts and Trades can be better discussed and solved by any other authority than the Council of Improvement, which, as now organized, is composed, in addition to the 14 professors, of ten members selected from among the most eminent manufacturers.

In 1848 a ministerial decision created a course of ceramics at the Conservatory, which the Director of the Sèvres manufactory was to give; but after the death of M. Ebelmen these lectures were not continued by his successor, though the course, till then given gratuitously, has not been officially suppressed.

New courses founded.

A decree of the 13th September 1852 added two new courses to those already existing. They were founded at the instance of the Paris Chamber of Commerce under the title of Course of Spinning and Weaving, and Course of Dyeing, Printing, and Dressing of Tissues. Another decree of the 30th November 1852 added a course of zoology applied to agriculture and industry, and in November 1854 a course of civil architecture was also founded, which raised to 14 the number of gratuitous public courses in the applied sciences now professed at the Conservatory. On the death of M. Blanqui, who had succeeded J. B. Say in the chair of industrial economy, the views then in the ascendent induced the ministry to transform that course into one of industrial administration and statistics.

Increase of the collections.

At the same time that the oral teaching was thus extended, that which the industrial public can acquire from the examina-

tion of models and machines, as well as from observation and experience, received no less important augmentations. All the collections had been classified, since 1849, in methodical order; a complete inventory and a catalogue had been made, and every object exhibited is now accompanied by a card explaining its use.

Gallery of experiments.

A gallery of experiments and of machines in motion, the plan of which had been prepared as long ago as 1849, has been completed in the old church; reservoirs of water in the tower, and two steam engines, together of 30-horse power, serve to keep in motion a great number of hydraulic machines and machine tools.

Service of experiments.

But this gallery has a still more important use; it serves the purpose of trying, either at the demand of the different ministries, or of private manufacturers, the new machines and apparatus presented to the Conservatory for examination. Reports, stating the results of the experiments, which are usually made in the presence of the inventors, are drawn up, placed at the disposal of the public, and even published, almost entire, in the *Annales du Conservatoire*. This important branch, which has not been forced on the executive by any superior order, but has been organized solely in the interests of industry, has been in operation ever since 1852.

Except the expense of the installation, the trials are made gratuitously, and more than 200 reports have already been drawn up, not one of which has ever given rise to complaint, a fact which clearly proves the care and impartiality with which the experiments are conducted. The Conservatory also undertakes the verification of the standard weights and measures required by the foreign governments which have successively adopted the French metrical system.

Library and collections of drawings.

To the new galleries of models, which with the old ones are worth above 1,300,000 frs., must be added the library, containing more than 18,000 volumes of works on the sciences and industrial arts, and the gallery of drawings, in which more than 7,000 designs, of the most useful and newest machines, to scale and with dimensions given, are collected and placed at the disposal of the manufacturing world. Here also are kept the collections of expired patents, which may at any time be inspected by the public.

The universal exhibitions have enabled the Conservatory to obtain new machines, models, and drawings. Extraordinary credits, placed at the disposal of the director in 1851, 1855, and 1862, and the munificence of French and foreign manufacturers, have now so increased these scientific and industrial riches that the galleries are too full to admit of more additions. The consequence has been that in proportion as the collections increased, and the teaching was developed by the addition of new courses, the inadequacy of the buildings became more and more felt. The plan of enlargement adopted in 1842 had not been fully executed when it was discovered to be insufficient. In the year 1850 the Emperor, then President of the Republic, honoured the Conservatory with his first visit, and soon afterwards decided

on adopting a far more complete project, the execution of which, for divers reasons, was not commenced till 1862.

Museum of industrial art demanded by designers.

As early as the time of the London Universal Exhibition in 1851, our industrial artists, alarmed by the extraordinary efforts England had determined to make to dispute with France the sceptre of taste, demanded, as they do now, that a museum and centre of studies should be created in France for art applied to industry. Responding to this desire of the industrial interest the director of the Conservatory, in a memorial addressed to the Emperor in 1854, expressed himself as follows :—

" After a first visit to the Conservatory in 1850 your Majesty was pleased to command that a special bill should be presented to the Legislative Assembly for the completion of the works of enlargement already begun, and a credit was demanded for the purpose ; the financial difficulties of the moment, however, caused this project to be postponed. Since that epoch the Universal Exhibition of London has proved to England the superiority of France in the arts dependent on taste, form, and colour. Instead of disputing the fact the English have at once set to work, with their immense resources and habitual energy, to found museums and drawing schools all over the country. The Queen and private individuals have stripped their galleries to enrich the museums of practical art with the finest specimens of Sèvres porcelain, bronzes, scultures, &c. In England primary teachers are now compelled to learn drawing, that they may be able early to habituate children to the rules of *form* and *colour*.

" It would seem as if the English were bent on operating on the human species as they have on races of animals, so as to transform a nation of traders and artisans into a nation of men of taste. How far the Anglo-Saxon race is susceptible of this transformation is a philosophical question beyond my province ; but one thing is certain, namely, that a few years hence England will have made immense progress in the arts of design. In France, on the contrary, narrow views of cheap production constantly tend to the degradation of art, and if a great establishment, combining some of the most perfect types and models of ancient and modern art with methodical teaching be not available constantly to revive and correct taste, there will be reason to apprehend a decline.

" Your Majesty has already been solicited by the ablest of our artists to found a great school of drawing at the Conservatory of Arts and Trades, and thus to realize the idea conceived in the beginning of the present century by the Emperor Napoleon I."

The apprehensions expressed in this letter, as far back as 1854, were confirmed by the reports of several members of the jury at the Universal Exhibition of 1862, and they now proclaim the urgency of regaining the time lost in this respect. Almost at the same date the Paris Chamber of Commerce expressed a similar wish in a letter addressed, on the 30th January 1854, to the Minister of Agriculture, Commerce, and Public Works, to the effect that " great advantages would accrue from the opening of a " museum of industrial designs and models of ornament at the

" Conservatory of Arts and Trades, as well as from the construc-
" tion of halls sufficiently spacious to receive the pupils who
" might desire instruction."

Appointment of a commission of general organization of industrial education.

On the 17th February 1860, the director of the Conservatory, accompanied by M. Schneider, Vice-President of the Council of Improvement, made an application to the Minister of Agriculture, Commerce, and Public Works, for the appointment of a commission charged to present, as early as possible, a general plan of organization for teaching the sciences and arts applied to agriculture and industry. The minister of the day, M. Rouher, at once admitted the principle of the proposition, declared that it harmonized too well with the views of the Emperor's Government not to be immediately followed up, and that it was one of the logical and necessary consequences of the position in which French industry would thenceforth be placed. Though more urgent affairs have delayed from day to day, till June 1863, the appointment of the existing commission, the directors of the Imperial Conservatory of Arts and Trades cannot but feel proud of having done their utmost to attain the end in view.

In 1862, after the London Universal Exhibition, the director and sub-director of the Conservatory, in reply to an appeal made by the Imperial Commission, which had called upon the members of the jury to point out all the measures to be adopted in the interest of our industry, presented a special scheme for organizing technical education in France by utilising and connecting existing institutions.

After stating at length the origin and progress of the Conservatory of Arts and Trades, as well as the efforts perseveringly made by its director and council to carry out its regulations, which give it (Art. 17) " the mission of expressing an opinion on the " organization of industrial education, and on the means of making " the lectures and institutions of the Conservatory more and more " useful for the progress of industry," it will be appropriate to indicate the results obtained by the 14 courses which constitute the public and gratuitous teaching of science applied to industry at the Imperial Conservatory of Arts and Trades.

Results of the lectures.

The yearly reports addressed to the Minister of Agriculture, Commerce, and Public Works, show that the number of persons attending the public courses of the Conservatory is constantly increasing. In the year 1862-63, from November to the end of April, the auditors for all the courses and lessons amounted to the enormous number of 176,829, notwithstanding the absence of two professors owing to illness. The great amphitheatre of the Conservatory will accommodate 700 persons, the small one 360 persons, and they are often insufficient.

When these courses were first started, Sunday appeared to be the day preferred by the public; but as the instruction given came to be more appreciated, the attendance on the weekday evenings became more numerous, and there is good reason to prefer those sittings to the Sunday ones, at least for continuous lessons. Another circumstance which must not be forgotten is that the winter season is better for the evening lessons than either spring or autumn. When the days get long the workshops keep open

later, and then the studious youth and foremen who are there employed cannot get to the lecture room in time. The consequence is that every year regularly in the month of April the number of hearers undergoes a great diminution. This result, which is also noticed with regard to lectures given elsewhere, indicates that, as a general rule, public courses ought to be generally held in winter.

Peculiar difficulties of the teaching.

The oral teaching of the Conservatory of Arts and Trades is exclusively devoted to science applied to industry ; it addresses an audience for the most part composed of apprentices, foremen, and workmen already instructed ; but besides these there are also some few foreign professors and many persons who take an interest in the progress of technology. These public and gratuitous courses thus open, with a liberality truly French, to both natives and foreigners, constitute a free instruction analogous to the lectures at the Sorbonne, the College of France, and the Museum of Natural History. Its object is rather the applications of science than science itself properly so called; but it must nevertheless advance *pari passu* with the latter, and the unequal character of the audience to whom it is addressed involves a special difficulty for the professors much greater than may be generally supposed.

To expound the principles of descriptive geometry and of mechanics, as well as their applications, without having recourse to scientific formulæ of an order too high for the generality of the hearers ; to deduce from a few general elements and observed facts the laws of natural phenomena, and thence infer the rational processes to be followed in the practice of the arts; to render strictly scientific instruction intelligible to the average mind in a simple manner without using calculations or reasoning too hard to comprehend;—these are difficulties of which scientific adepts who have never made the experiment can have little conception. This, however, is a condition that must be satisfied under pain of falling into a mode of teaching without fixed principles, or into one, equally injudicious, of too dogmatical expositions, bristling with calculations and formulæ which would drive away hearers unprepared to receive them or already engaged in the actual practice of their trades. Such of the professors as have been attached to the Polytechnic School, to the schools of application for artillery and engineering, to the Central School, &c., where the professors can join to the simplest methods all the scientific resources of the highest order, have unanimously acknowledged, from their own experience, how much more difficult it is to teach in a clear, simple, and rigorous manner at the Conservatory than in the establishments above mentioned.

To this difficulty, which certain courses cannot altogether escape, must be added, at the Conservatory, that of keeping the instruction on a level with all the improvements constantly being made in science and its applications, as well in France as abroad. In this respect, and owing to this necessity, the lectures here given are among the most progressive in the world ; this fact is so well known that they are attended by a great number of young foreigners of all classes, and especially by young men who are preparing to become professors.

The influences brought to bear on the progress of science applied to industry by the Imperial Conservatory of Arts and Trades may thus be summarized :—Collections of models, machines, and products. Lectures on science applied to the arts and to industry. Appliances for experimenting. A library, composed of 18,000 volumes on science and industrial art. A gallery of designs placed at the disposal of the public for taking copies; and an elementary school, which would become far more useful if transformed into a special high school of art applied to industry. Summary.

This is not the place to enlarge on the greatly increased influence this establishment might be called to exercise on the general direction to be given to the methods of teaching, whether for the sciences or the industrial arts; the inquiry now making by the Commission, and the discussions to which it will give rise, may lead to the conferring of still more important functions, and we will therefore merely say that, without soliciting them, the teaching staff of the Conservatory will not shrink from any new duties that may be imposed on them.

The existing organization of the Conservatory is determined by the Imperial decree of 10th December 1853, and its budget is fixed by the finance laws. The sum at present voted for it amounts to 285,500 fr. a year.

A. Morin, *Director.*
Paris, 3rd April, 1864. A. Tresca, *Sub-Director.*

ACCOUNT OF THE CENTRAL IMPERIAL SCHOOL OF ARTS AND MANUFACTURES.*

Object of the School.

The Central School of Arts and Manufactures, founded in 1829 by three then youthful votaries of science, MM. Dumas, Péclet, and Ollivier, aided by M. Lavallée, who zealously co-operated in the work, is not yet so highly appreciated as it ought to be. It plays, without any parade, a most important part in our educational system—a part still underrated by a great number of persons. It has quietly rendered signal services and is destined to render still greater—a fact we will endeavour to demonstrate. Foundation of the Central School.

In 1829 manufactures, thanks to several years of profound peace, were beginning to assume great importance in France ; but to struggle against foreign competition, daily becoming more formidable, it was not enough to possess good workmen and intelli- Its object.

* Part of this notice has been borrowed from the prospectuses of the Central School, and especially from the account of the proceedings of the founders during the year preceding its opening, in which the principles of this institution are affirmed and all the details of execution laid down.

gent overseers, skilful engineers were likewise wanted. The manufacturers, moreover, felt the necessity of themselves acquiring or of obtaining for their children that theoretical knowledge without which they were unable, not only to direct their establishments themselves, but also to control the managers whom they engaged for the purpose. At that time there was no school where industrial science could be acquired.

Comparison between the Central School, the Sorbonne, the Conservatory of Arts and and Trades, and the schools of arts and trades.

The Sorbonne, the Conservatory of Arts and Trades, the schools of Châlons and Angers, though very useful institutions, answered the purpose but very incompletely. They did not impart that accurate and profound instruction which is necessary for the directors of large manufacturing establishments and indispensable for civil engineers.

At the Sorbonne and the Conservatory the teaching is purely oral, and the fact is indisputable that such lectures are not sufficient for the training of engineers. They can only answer that purpose when accompanied by frequent examinations, numerous experiments and manipulations, graphic studies, conferences on the subjects treated in the courses, varied projects, solutions of problems performed by the pupil under the professor's eye. These various modes of teaching must be combined to obtain the best possible effect. Compare the Sorbonne with the Polytechnic School ; all the courses of the latter are found in the Faculty of Sciences, and nearly all of them are given by the same professors. Nevertheless the results of the teaching are very different in these two establishments. The Faculty of Sciences wants those frequent examinations, those regular and methodical studies which are imposed on all the pupils of the Polytechnic School. Reduced to its lectures only, the Polytechnic School would soon lose its privilege of supplying France with men able to render the most important public services. Between the Conservatory of Arts and Trades, which is a real industrial Sorbonne, and the Central School the same comparison may be established as between the Faculty of Sciences and the Polytechnic School.

The Schools of Arts and Trades supply our workshops with young men who promptly become excellent overseers ; but the theoretical studies are not sufficient to form skilful engineers. Some few remarkable men have indeed proceeded from these schools, but they were of the sort who will learn wherever they may be, and rise to celebrity just as well from the dust and smoke of the workshop as from the benches of a schoolroom.

The Central School, therefore, cannot be compared for the services it renders either to the Sorbonne, or to the Conservatory of Arts and Trades, or to the other technical schools. It remains to be seen whether it is not an unnecessary duplicate of its elder sister, the Polytechnic School, and this question we will now examine.

Comparison between the Central and Polytechnic Schools.

The Polytechnic School was founded at a time when political revolutions had thrown scientific studies into the background. Its object was to give those studies new life, to impart a common direction to the labours of scientific men, to concentrate on one point efforts till the unconnected ; in short, to supply our corps of

engineers, civil and military, with the well-taught recruits they so much needed. And it has nobly fulfilled its mission. The Schools of Mines, and of Bridges, and Roads completed the work undertaken by the Polytechnic School.

But the time required by the Polytechnic School, including the preparatory and complementary studies, is seven years, which is much too long for candidates who are anxious to begin practice as soon as possible. The difficulties of the examination for admission also exclude a large proportion of candidates ; the consequence is that the number admitted every year is very limited. It shuts its doors against many hundreds of young men whose minds, though little disposed for mathematical abstractions, are none the less capable of studying the applied sciences. More than half its pupils choose the military service, and of the other half a good part soon abandon the civil services to follow scientific pursuits. The Polytechnic School is therefore far from being able to satisfy the ever increasing demands of industry. There is good reason to fear that if the pupils of the Polytechnic School were left free to choose between the posts offered by private industry and those reserved for them by the Government, the cleverest of them would give the preference to industry, which assures them positions, if not more honourable, at least more liberally remunerated; hence might result great prejudice to the State. The Government seems to be aware of this, for it has already forbidden its engineers to serve any other companies but those for railways.

Deficiency supplied by the Central School.

The Central School, therefore, supplies a manifest deficiency in our system of instruction. Its function is to educate our leading manufacturers, and the directors of our great industrial establishments ; while the mission of the Polytechnic School is more especially to supply properly qualified recruits for the special corps. The success it obtained from the very first, a success every day increasing, sufficiently proves its immense usefulness.

Notwithstanding its high charges, and the fact that it does not, like the Polytechnic School, offer its pupils any assured position on the completion of their studies, the Central School has found, in presence of other establishments where instruction is gratuitous, the number of candidates for admission constantly increasing, and to such an extent that not more than half of them can be received. The late treaties of commerce have rendered industrial education more necessary than ever. "If the Central School did not "already exist," says M. Michel Chevalier, "it would have been "indispensable to found one as a necessary complement of those "treaties." Moreover, it is a tradition in the school that its foundation was originated with a view to preparing French manufacturers, by a sound education, to pass without any violent shock from a system almost prohibitive to one of limited protection.

Rank taken in all the branches of industry by the ex-

In all the branches of industry the pupils of the Central School have taken honourable positions. They stood in the first rank among the creators of railways, and some of them, notwithstanding the formidable competition of the Government engineers, still

pupils of the Central School.

hold important positions under the great companies. At Paris the chief engineers of the rolling stock and locomotive department of four great companies (the Northern, the Orleans, the Eastern, and the Western) belong to the Central School. In the mining and metallurgical industries, in those of gas, spinning, dyeing, paper making, plate glass manufacture, in the agricultural arts, and lastly in all the mechanical and chemical industries, we find at the head of large establishments old pupils of the Central School, who have nearly all attached their names to important improvements in the processes they were charged to conduct.

The above statement is fully proved by the following figures :— of the 2,051 pupils who obtained on leaving the school the diploma of engineer or the certificate * of capacity we have been able to obtain precise information respecting 1,394 only. Of this last number we learn that 247 are dead, and that the 1,147 still living are distributed in different careers in the following manner :—

Railways :—Directors and chief engineers, salaries from 20,000 to 70,000 fr.	28	320
Principal engineers, salaries from 10,000 to 20,000 fr.	79	
Ordinary engineers, salaries from 5,000 to 10,000 fr.	56	
Employed in various capacities	157	
Civil engineers in general practice		166
Ironmasters, working of mines, quarries, &c.		124
Manufacturers of cloth, cotton, linen, &c.		68
Architects		55
Mechanical engineers, established		54
Spinners		43
Professors of applied sciences		42
Manufacturing chemists		38
Agriculturists		37
Contractors for public works		35
Managers of gas works		31
Sugar refiners		28
Public functionaries		26
Manufacturers of glass, porcelain, &c.		23
Engineers of bridges and roads in foreign countries		22
Paper makers		17
Surveyors of roads		17
Total		1,156

Number of crosses and medals obtained at

The number of crosses and medals obtained by ex-pupils of the Central School at the great international exhibitions is one of those facts which prove their merits better than arguments.

* The diploma is granted to those pupils who pass every part of the examination satisfactorily ; the certificates to those who answer some of the questions well, but fail in others.

In 1851 the Central School was too recently founded for many of its pupils to have had time to take their ranks in manufactures. The English Commission having besides refused rewards to assistants (*collaborateurs*), several of the ex-pupils could not be personally named, though the establishments they managed obtained prizes. Nevertheless they received three council medals and 17 prize medals. great exhibitions and agricultural shows by pupils of the Central School.

In 1855, at the Paris Universal Exhibition, they obtained 10 nominations in the Imperial Order of the Legion of Honour; 10 great medals of honour; 17 medals of honour; 50 first-class medals; 21 second-class medals; and 14 honourable mentions.

In 1862 the number of French exhibitors at the London Universal Exhibition was comparatively small, but the ex-pupils obtained three nominations in the Legion of Honour, one of them as officer, and 41 medals.

In the agricultural shows of 1856 and 1860 ex-pupils of the Central School were honoured with two great gold medals; three ordinary gold medals; two silver medals; four first prizes; and six prizes of the second, third, and fourth class.

The total number of ex-pupils who have obtained the decoration of the Legion of Honour, either after great exhibitions or on other occasions, is 56, of whom 52 are knights and four officers. Total of ex-pupils decorated.

Organization of the Teaching.

In organizing the Central School its founders took for their model the old Polytechnic School (Central School of Public Works), with the modifications required by the object they had in view. For instance, they excluded from the curriculum everything connected with mathematical theories of too high an order, experience having shown that the said theories have but few practical applications. The teaching of the Central School based on the same principle as that of the Polytechnic School.

At the Central School, as at the Polytechnic, the pupils are obliged, whatever may be the career they have chosen, to attend all the courses and to pass very strict examinations. The young men are thus prepared to follow almost any profession. It is, in fact, by no means unusual to see young engineers, on leaving this school, successfully pursue a different career from that originally chosen. At the Polytechnic School this generality of instruction extends to the theoretical studies only, since the pupils at the end of the three years' course are sent to one or other of the special schools to complete their education. At the Central School the instruction is purely theoretical in the first year only; in the second and third, theory and practice are blended.

The founders of the Central School justly remarked in their first prospectus:—"All the courses of the school really form but "one and the same; industrial science is one; every manu- "facturer must know the whole under pain of being inferior to "the rival who enters the lists better armed than himself. Arts "apparently widely differing from each other make use of "analogous operations, yet often employ very different methods. "The general education of the Central School teaches how to Unity of industrial science.

" transfer into each process of manufacture the improved " methods used in others. It consequently tends to introduce " into industrial establishments, and into the details of the " processes or of the mechanisms, a degree of perfection which " secures the harmonious working and general success of the " whole." This was a noble and prolific thought ; it has produced abundant fruit.

Qualifications required by the studies of the Central School.

The studies of the Central School and those of the Polytechnic School require very different qualifications. Though some of the pupils of the Central School have shrunk from the difficult tests required by the Polytechnic, we have good reason to believe that among the pupils admitted to the latter there are some who would not have succeeded at the former.

Preparation for these studies.

The pupils who, after preparing for the Polytechnic School, enter the Central School, usually take the lead of their comrades in the first year, but often fall behind them in the second and third. The consequence is that the establishments which prepare pupils for the scientific and industrial schools have felt the necessity of adopting a special mode of preparation for the Central School.* Again, the council of the Central School, which at one time used to admit for the second year's studies candidates who were able to pass a satisfactory examination on the subjects taught in the first, now require that every pupil shall go through the complete course in the school. Experience has clearly shown that the instruction acquired elsewhere than at the school can scarcely be a suitable preparation for the courses of the higher divisions, which are based on what the pupils have been taught during the first year.

Summary of studies.

The studies of the Central School may be thus briefly recapitulated :—

In the first year pupils follow the course of descriptive geometry with applications ; analysis, comprising the elements of the differential and integral calculus ; cinematics, general mechanics, general physics, general chemistry, construction of machines, and hygienics.

In the second and third year courses of applied mechanics, construction and putting up of machines, analytical chemistry, industrial and agricultural chemistry, constructions (civil buildings, public works, and railways), applied physics and steam engines, metallurgy, mineralogy, geology, and working of mines.

The course of construction of machines, which is very complete, as well as that of applied physics and steam engines, and the course of applied chemistry are peculiar to the Central School. The teaching of mechanics is also conducted on a new plan, in a spirit essentially practical.

Programmes of the courses.

An accurate idea of the education given at the Central School may be formed from an attentive study of the new programmes (an abstract of which is given further on). Whoever reads them will admit that if they have not yet reached perfection, they nevertheless present a well-ordered instruction useful to all who wish to pursue an industrial career.

* In 1864, out of about 400 candidates who competed for admission to the Central School, only 50 had prepared for the Polytechnic School.

Reform of the instruction.

An important reform is in preparation, with the assent of the Minister of Public Works, in the general organization of this school, which must necessarily lead to some few changes in the programmes of each course. These modifications may be summarily stated as follows :—

Ever since the first foundation of the Central School most of the courses for pupils of the second and third years, being of two years' duration, were given by one and the same professor to the pupils of the two divisions at once. The course was divided into two sections, each composed of a nearly equal number of lessons, and the pupils of the second year began alternately with one or the other section. This mode of proceeding had the advantage of economy, but was attended with very serious inconveniences. For instance: 1. The pupils were not all equally well prepared for the lessons given to them, those of the third year being more advanced than those of the second. 2. The ideas were not always presented in their logical order; the course of metallurgy, for instance, was begun one year with the theory of blast furnaces, and the next with that of forges. 3. The number of examinations imposed on the professors at the close of their courses, as well as of the exercises to be corrected, was excessive. 4. The number of pupils of the two divisions united was too great to be accommodated in the largest amphitheatres of the school, none of which would hold above 300.

In future the courses, according to the new organization proposed to the Minister of Public Works, and approved by him on condition of the school budget being sanctioned by the Legislative Body, will be divided into two, and given to each division by different professors. This, of course, considerably increases the expense, but will secure a great improvement in the teaching, and allow of admitting a larger number of pupils to the school.

Studies of projects, exercises in the laboratory, &c., completing the oral courses.

The oral instruction of the Central School is judiciously completed by imposing on the pupils numerous studies of projects, by manipulations in the laboratory, by visiting workshops, by mineralogical and geological excursions, and especially by frequent compulsory examinations, not only at the end of each year's studies, but also during the courses and at their close. The pupils, in drawing out projects and in chemical manipulations, begin to apply what they learn in each course, and thus prepare for the more serious operations of practice.

Numerous examinations.

The numerous examinations, one at least every week, have an excellent effect in keeping the pupils always up to their work. When a falling off appears in the marks obtained at the examinations, the director recommends the pupil to be more diligent, and, if necessary, summons him before the council of order, composed of the director, the sub-director, the director of studies, and a professor or a member of the school council. The pupil is also cited before the council if he commits any breach of discipline, such as being noisy in the class-rooms or amphitheatres, refusing to obey, &c., or if he be frequently absent without reasonable cause. If a pupil does not heed the friendly advice of the council of order, he is called before the school council and

more or less severely reprimanded. Any pupil found incapable of following the courses with profit is requested to leave the school, and if he refuses he is struck off the lists, after the minister's approbation has been secured. The pupil who persists in disorderly behaviour is liable to expulsion.

Accounts kept of marks and notes.

For every pupil an accurate account of his examination marks and notes of conduct is kept in a ledger reserved for the purpose, and extracts therefrom are sent to parents when requested. These notes are useful not only as enabling the superiors of the school to form a correct judgment of each pupil's progress and conduct, but they also play a very important part when, on the pupil's leaving the school after completing his studies, the council of professors has to decide on the terms of the certificate he deserves.

Influence of the examination marks of second and third year on the results of the final competition.

At first the council of the school, when definitively classing the pupils according to their merits, took into account only the marks obtained at the final competitive examination at the end of the third year, when each pupil had to present a project on a given subject. But experience soon showed that a pupil who answered correctly the questions put at the examination was not unfrequently a very indifferent pupil favoured by a lucky chance. It was therefore decided that the average marks of the third year should be added to those of the competition in appreciating the merits of the candidate. As pupils were often found to be somewhat negligent in the second year, it was subsequently deemed advisable to carry this principle still farther and take into account the marks of the second year in awarding the diploma or certificate of capacity, and in assigning the pupil his place in the list published in the *Moniteur*. With all these precautions, it is scarcely possible that there should be any great mistake in appreciating the merits of the pupils.

Value attributed to the diploma by manufacturers.

This fact seems to have been well understood by manufacturers, for most of them require candidates for employment to produce either a diploma or certificate, and as the latter is of less value than the former, we every year see old pupils who have obtained certificates only, present themselves again to compete for the diploma.

Number of diplomas and certificates obtained.

In order to show the proportion of diplomas or certificates granted as compared with the whole number of pupils, we have gone over the registers of the school, and find that out of every hundred pupils admitted :—

	Obtained Diplomas.	Certificates.	Diplomas or Certificates.
In 1829 (first year)	13	7	20
1831	23	10	33
1835	29	14	43
1840	25	13	38
1850	40	16	56
1855	30	12	42
1857	36	20	56
1859	46	15	61
1860	50	17	67

The number of diplomas and certificates has perceptably increased during the last few years, although the examinations are more severe than formerly; this increase is owing to the greater strictness of the examinations for admission, which can be successfully passed only by pupils who possess considerable talent and have made good use of their previous opportunities. It is easier to get admitted to the Central School than to the Polytechnic, but far more difficult to obtain a diploma there than to leave the Polytechnic with a place under Government. At the Polytechnic School the number of pupils who fail at the examination on leaving seldom exceeds two or three per cent.

Increase in number of diplomas.

The number of pupils admitted to the Central School in its first year (1829) was 147, but it fell to 45 in 1832, during the prevalence of the cholera, and has kept almost constantly increasing since. In 1840 it was 125; in 1845, 152; in 1855, 220; and from 1855 to 1863 it has ranged from 200 to 220. This last number is a limit we have never attempted to exceed, owing to want of room and other reasons. Nothing can so well demonstrate the excellence of a mode of teaching as the results obtained, and these we have set forth as clearly as we could.

Number of pupils admitted.

For some few years past the pupils of the Central School have found more difficulty in obtaining employment, either owing to the languid state of manufactures arising from various well known causes, or to an excessive supply of candidates, as for situations on railways for instance. But a friendly association of ex-pupils was founded in 1862, which now counts 1,260 members, and has amassed a capital of 60,000 frs. Its object is to bring the school to the notice of manufacturers, to show them what services it may render, and thus aid the pupils in finding profitable occupation. The association has already produced good results, and when it shall have more widely extended its operations, will doubtless be still more serviceable. The number of occupations for which the pupils are well fitted is immense, but many branches of industry in which they could take part have not yet had recourse to their co-operation. When more widely known and better appreciated they will find employment for their talents to the advantage of the country as well as their own.

Association of ex-pupils of Central School.

Being convinced that the Central School only requires to be more extensively known, we have diligently sought for means to bring it more prominently before the public. One of the best appeared to be the opening of the spacious halls of the school for evening receptions during the winter season, and inviting the attendance of persons eminent in the manufacturing, scientific, commercial, and political worlds, as well as the professors of the school, ex-pupils residing in Paris, and also a certain number of the present pupils. To render these parties attractive, we not only obtained the assistance of our first artists, but we also prevailed on some of our most distinguished experimenters, as Ruhmkorff, Dubosc, &c., to repeat in one of the halls some of the newest and most remarkable experiments in physics, and we likewise exhibited the most approved instruments and apparatus for the gratification of our guests. Such parties cannot, of course,

Evening receptions for the purpose of popularizing the Central School.

be given without considerable expense, but we thought they would be very advantageous for a school which has to find places for 100 pupils every year, and that a credit ought to be opened to our successors that they may be able to continue to do as we have done.

It may, perhaps, be objected that there is no vote for expenses of representation in the Schools of Mines and of Bridges and Roads; but it must be observed that the number of pupils in those establishments for whom places have to be found (the outdoor pupils only) is very limited compared with that of the Central School, and that the permanent existence of those schools is secure, as their chief function is to educate engineers for the Government, and as their receiving of outdoor pupils is optional and regarded as a favour. In the schools of law and medicine the position is likewise different; the youth who leave those schools have not to seek for a situation before they can begin to practise what they have learned.

Comparison of the organization of the teaching at the Central School with that at the Polytechnic Schools of Germany and Switzerland.

It is interesting to compare the system of teaching at the Central School of Arts and Manufactures with that at the Polytechnic Schools of Germany and Switzerland. We will endeavour to make this comparison as concisely as possible.

The Polytechnic Schools of Germany and Switzerland (Hanover, Brunswick, Berlin, Dresden, Prague, Vienna, Munich, Stuttgart, Carlsruhe, and Zürich), are real technical faculties. The Zürich school is even more than that, since it has courses of political science, &c. The number of courses is considerable; they are extremely varied, and for the most part professed by very learned and talented men.

The pupils of all these schools are in no instance lodged and boarded on the premises. They are subdivided into auditors, or pupils who attend only such lectures as they choose, and regular pupils, who are obliged to attend a certain series of courses constituting a complete technical education, such as is required for builders, mechanicians, chemists, &c.; they also have to perform certain practical exercises in the chemical laboratory and workshops; in some places (as at Dresden and Berlin, for instance,) they have to cease their theoretical studies for a time and leave the school to work under practical men, before they can enter on the concluding portion of their instruction at the schools. None of these Polytechnic Schools, except that of Zürich, grant diplomas to their pupils.

If we compare the programmes of these schools with that of the Central School, we shall find them very much alike as regards theoretical teaching; but as to applications a great difference exists.

The examinations on admission are much less formidable in the German schools than those which the pupils of the French Polytechnic School, and even those of the Central School, have to pass. When admitted, the pupils enjoy much greater liberty than in the last-named schools, and have not to go through so frequent examinations.

Lastly, the pupils are obliged to attend only those courses which relate to the profession they have chosen. At the Zürich school the discipline is nearly the same as in our schools, but, as in Germany, the pupils are not compelled to follow any courses but those of their specialty.

The question may fairly be asked whether the severe examinations imposed on the pupils of the Central School before their admission and during the studies are really useful. We are fully convinced that they are beneficial, and are persuaded that sooner or later they will be also imposed in the German schools as they have already been at Zürich.

In some of the German schools, and at Zürich, the professors are occupied a great many hours. In France, on the contrary, they give only a small number of lessons, so that they have time for practical studies. Although the discoveries which a theoretical professor may make in pure science greatly contribute to the dignity of his teaching, the factories, machines, and works of art which a professor of the applied sciences has produced, have an influence equally great on his pupils. The confidence of the auditory is proportioned to the estimate in which the professor is held by public opinion, and this is always measured by the service rendered or the impulse given to the ideas of the time. The Central School has always been most careful to choose professors whose authority doubles the force of their words and the fruit of their lessons.

Admission of Foreigners to the Central School.

Many foreigners are admitted to the Central School.

The Central School is distinguished from the other French professional schools and from the Polytechnic, inasmuch as it admits pupils of all countries on the same footing as the natives of France. It is truly an international and cosmopolitan establishment. The number of foreign pupils has been and still is considerable. In Spain, Holland, and Italy they occupy high political and industrial positions. In Belgium they took an active part in the establishment of the first railways and have attained high positions in industrial enterprises, especially in those connected with mines and metals. In Switzerland they play an important part; England, Germany, Russia, Poland, Italy, Holland have given us excellent pupils. The United States, Mexico, the South American Republics, Brazil, Egypt, and even Indo-China have sent pupils to the Central School.

Comparison of the numbers of French and foreign pupils.

The following table will give a correct idea of the number of foreigners who had been educated at the Central School up to the 1st of January 1864; the total of pupils admitted was 4,560; of this total there were 1,114 foreigners thus distributed among the different nations:—

Switzerland	162
Poland	117
Germany	114
Spain	104

West Indies	88
Belgium	74
Italy	65
Great Britain and Ireland	58
United States of America	53
South American Republics	47
Russia	37
Brazil	36
Egypt, Mauritius, and Madagascar	34
Holland (from Luxemburg chiefly)	33
Mexico	32
Eastern provinces of Europe	19
Turkey	18
East India	14
Portugal	9
Total	1,114

Of these 1,114 foreigners, 441 obtained either the diploma or the certificate.

In opening its door to foreign pupils, who have amounted to about one-third the number of the French, the school not only consulted its own prosperity, but also adopted a patriotic course beneficial to France. No one can fail to see the advantage that must accrue to our country from the bonds of union formed between these young foreigners and their French companions during the three years' study, an intimacy often ripening into lifelong friendship.

Foreign Schools founded on the Model of the Central School.

Schools founded in foreign countries on the model of the Central School.

The Central School, like the Polytechnic, has been imitated in foreign countries. Several professional schools on similar bases have been founded in Belgium, Spain, Switzerland, and the United States. Some of them, though taking the more popular designation of Polytechnic Schools, have nevertheless adopted the system of instruction followed in the Central School. In Egypt, for instance, M. Lambert Bey established a polytechnic school, in which, by his own avowal, he adopted the programme of the Central School with some few changes to suit the habits and requirements of the country. In England, after the Exhibition of 1851, Prince Albert also thought of founding a great industrial school, which a report, drawn up under his auspices, alleged to be indispensable for maintaining English industry at the height it had attained. Dr. Lyon Playfair then proposed the Paris Central School as the best model for imitation, but Prince Albert's project was not realized.

Without disputing the merits of the schools copied from the Paris Central School, we feel confident that that establishment will retain its superiority, seeing that it is situated in the most learned city of the world, admirably placed for obtaining the ser-

vices of the most eminent professors, in the centre of an intellectual movement unequalled elsewhere, and within reach of magnificent museums, as well as of first-rate manufactories of all kinds.

Future Prospects of the Central School, and its Influence on the Prosperity of the Country.

We have given an account of the constitution of the Central School, as well as of its proceedings down to the present time: let us say a few words as to its probable future. A considerable number of our most important manufactories are already under the direction of old pupils of the Central School, and their number is daily increasing. Many great manufacturers have likewise sent their sons to the school. On the lists of old or present pupils we find the following names, all of high standing in the industrial world of France: Bayvet, Binder, Biver, Bella, Blech, De Blonay, De Bussières, Cail, Cheilus, Clouet-Lacretaz, Chagot, Chameroy, Chevandier, Clémandot, Dailly, Darblay, Dervaux-Lefebvre, De Vendel, Dietrich, Dollfus, Dubied, Dufournel, Dufour-Martin, D'Eichthal, Farcot, Feray, Gast, Gouvy, Gros, Hamoir, Hartmann, Houel, Imbs, Jacquesson, Jourdain-Davillier, Kœchlin, Laligant, Legavrian, Lemaître, Lespérut, Mertian, Montgolfier, Noblot, Pereire, Polonceau, Raspail, Rhoné-Pereire, Saglio, Sautter, Schlumberger, Schmerber, Sellières, Sieber, Seguin, Stehelin, Stoeklin, Sommier, Turckheim, Zoude, Zuber.

Manufacturers and heads of great industrial establishments whose sons have been educated at the Central School.

We have little doubt that this predilection will become general, and that ere long nearly all the most important industries of the country will be under the management of the ex-pupils of the Central School. What immense influence they will then exercise on the future of a country where manufactures play so important a part! Can there be any doubt that this influence will equal that which the pupils of the Polytechnic School have had on the progress of science?

In a point of view purely political the Central School is also destined to render great services. Its numerous relations with influential men in foreign countries cannot fail to draw closer the bonds which unite different nations.

Services rendered by the Central School in a political point of view.

Nor has it been without influence on public morals and on the tranquillity of the country. The number of young men who, after attending the courses of the schools of law or medicine more or less completely remain without any occupation, is enormous; and a few years back the commission of the budget complained of the floating population of those schools at the very moment when the council-general of manufactures was deploring, on the other hand, the small number of young men who enter on the career of industry with solid acquirements applicable to the different branches of production. These young men thus unable to find an opening for the exercise of their profession become a real danger to society, and think they have a right to complain of its indifference and neglect. Among the pupils of the Central School, which has opened its doors to many of these young waifs of law

and medicine, there are very few, on the contrary, who fail to attain positions more or less lucrative, more or less independent.

We wish it, however, to be clearly understood that although we attribute great importance to industrial enterprise, we do not agree with those who think that France is destined to become one great factory, as it were, in which every citizen should be a workman. In our opinion that would be a very wretched country in which the study of science should exclude the cultivation of letters, philosophy, and the fine arts ; in which the mercantile spirit should extinguish everything that is great, sublime, or beautiful, but not practically useful.

The studies of the Central School have a greater influence on the moral sense than is commonly supposed.

It must not be imagined, however, that the studies of the Central School extinguish all the fires of fancy. They have a greater action than is supposed on the moral sense, and develop rather than deaden it. This fact would be unanimously affirmed by the council, which so often has opportunities of observing the reciprocal feelings of the pupils towards each other, whether in the school or later amid the struggles of life, and it is also well aware of the respectful affection felt by the old pupils for all its members, an affection of which they every day receive the most convincing proofs.

Objections against the Teaching of the Central School.

Absence of manual operations: difficulty of combining intellectual and manual labour.

We have now to reply to sundry objections which have been made against the teaching of the Central School.

It has been said that the pupils of the school ought to devote a part of their time, like those of the schools of arts and trades, to manual operations ; that they would then become far more capable of managing workshops. It is a mistake to think that intellectual and manual labour can be combined without inconvenience. Experience has proved that they injure each other. It is not absolutely necessary to be able to perform every manual operation oneself in order to see that artisans do their work properly, and it has often been found that he who pays excessive attention to details neglects the general effect. Should it, however, be deemed necessary to initiate a young man in the operations of the workman, let him, on leaving the school, pass a year or two in a good workshop, executing all kinds of work, and he will thus learn far better than by practising at school. Several pupils of the Central School have adopted this course with great success. Others pass through the Schools of Arts and Trades before coming to the Central School ; these are in general excellent pupils, but are apt to be somewhat deficient in literary acquirements.

Impossibility of extending the circle of studies at the Central School.

The Central School has likewise been reproached with not imparting to its pupils certain kinds of knowledge which are regarded as very important by manufacturers, such, for instance, as the rudiments of industrial economy, keeping of accounts, general technology, foreign languages, &c.

Without disputing the advantage of acquiring these branches of knowledge, we must observe that the pupils' time is already so fully occupied that they cannot possibly be subjected to additional

studies in the school. They must complete their education in such matters after leaving. *They have acquired the art of learning*, but they are far from possessing, on leaving the benches, everything requisite for them. The instruction even which they receive in the courses necessarily leaves some gaps which they must fill up afterwards.

Some employers complain of the extravagant pretensions of our pupils on leaving the school. We certainly do not encourage anything of the kind. On the contrary, we always advise the pupils to be content at first with very humble posts, provided there be a prospect of their obtaining in due time positions worthy of the education they have received. Vanity is, however, a failing not uncommon among young men, and there is no ground for astonishment if our pupils are not free from such illusions. This defect gradually diminishes as they get older and come to know more of the world. The good pupils of the Central School are excellent instruments in the hand of those who know how to use them.

Dangers to which outdoor pupils are exposed.

The Central School, like the Schools of Medicine and of Law, receives only outdoor pupils, and the young men have, therefore, a degree of liberty out of school hours which has been thought dangerous amid the seductions of a large city. Experience has proved that no such danger exists, because they are subject to a discipline far more severe than our medical and law students; part of them live with their parents, and others lodge and take their meals at respectable boarding schools, with which the directors are in constant communication. Their studies, too, are for the most part so attractive that they captivate the greater number and preserve them from dissipation, at the same time training them to moral habits more effectively than precepts, which are so easily forgotten.

High charges of the school.

The terms of the school (800 frs. a year) have been thought too high, and a reduction recommended on the ground that the present charges exclude all persons of narrow means.

The school charges, with board and lodging added, are not higher for a pupil of the Central School, considering the duration of the studies, than for a student of law or medicine; and the former is far more likely, by means of his diploma, soon to obtain a good position than the young lawyer or doctor. It is nevertheless true that the sons of parents in very humble circumstances cannot incur the expense. But the Government and some of the departments have founded scholarships in favour of such persons, and have in some cases also given money for board and lodgings. The sons of rich parents, therefore, pay for their education, as they naturally ought, and the doors of the school are also open for the sons of artisans who have given proofs of the talent necessary to profit by the instruction. The number of scholarships is at present very limited, but we hope soon to see it increased.

Historical Retrospect and Conclusion.

The success of the Central School is a very remarkable proof of the power of private enterprise. In a few years, notwith-

standing the terrible ravages of the cholera in 1832, the Central School had so far prospered as to rank with our most useful institutions. It is really astonishing that such important results were obtained with so small a capital, the total outlay not having exceeded 200,000 fr.

It is only fair to state that the first professors joined in the enterprise with a zeal which the State would not, perhaps, have obtained ; for many years they laboured indefatigably, and were content with a very moderate salary, considering the number of hours occupied and their high professional reputation. To this zeal for the prosperity of the school, to the earnestness of their language, and to the sincerity of their affection for the pupils, were the first professors indebted for the success and durability of their work.

With the very limited capital above stated the Central School has not only educated a considerable number of able engineers who have rendered distinguished services to industry, and have taken rank among the first constructors of railways, or have introduced improved metallurgical processes, &c., but it has also made to M. Lavallée a profitable return for his capital. Had M. Lavallée retained possession of the school he would probably have gained twice as much, but in accord with a majority of the council he decided, with the most praiseworthy disinterestedness, on transferring this fine establishment to the State. We formed part of the minority of the council opposed to the project of transferring the school to the Government, basing our resistance chiefly on the ground that administrative forms and routine would oppose obstacles to improvement in our teaching. There can be no doubt that administrative formalities, notwithstanding the good feeling of the Government towards the Central School, may in some cases impede its development.

However, we feel bound to confess that experience has removed all our apprehensions, and convinced us that large establishments like the Central School cannot, without inconvenience, be left in the hands of speculators, as there would always be reason to fear that the excellence of the teaching might be sacrificed to the desire of realizing the greatest possible profits in the shortest possible time. Can anyone believe, for instance, that the Polytechnic School and the Schools of Law and Medicine would have been well placed in the hands of speculators ? We may be allowed to doubt the fact. Now the Central School is nowise inferior to those institutions ; it is the great school of industry.*

AUG. PERDONNET.

PROGRAMME OF THE CENTRAL SCHOOL FOR THE YEAR 1867.

First Year.—Analysis and general mechanics, 60 lessons. General physics, 60 lessons. Inorganic and organic chemistry,

* In England the home *par excellence* of private enterprise, the University of London, and the School of Mines, have become necessarily public establishments.

60 lessons. Theoretical and applied kinematics, 24 lessons. Construction of machines, 20 lessons. Hygienics and applied natural history, 20 lessons. Mineralogy and geology, 30 lessons. Architecture, 10 lessons. Industrial drawing, 20 lessons.

Second Year.—Applied mechanics, 60 lessons. Strength of materials employed in machines and constructions, 24 lessons. Construction and mounting of machines, 60 lessons. Analytical and industrial chemistry, 40 lessons. Metallurgy, 20 lessons. Civil constructions, 60 lessons. Industrial physics, 45 lessons. Industrial and commercial legislation. Ceramics, 8 lessons. Dyeing, 12 lessons. Glassmaking. Mining, 20 lessons.

Third Year.—Applied mechanics, 60 lessons. Construction and erection of machines, 55 lessons. Analytical chemistry, 20 lessons. Industrial and agricultural chemistry. General metallurgy and metallurgy of iron, 60 lessons. Mining, 20 lessons. Public works, 60 lessons. Steam engines, 35 lessons. Railways, 40 lessons. Naval constructions, 25 lessons.

In addition the following practical exercises and studies are required :—

First Year.—Various chemical manipulations. Exercises in general physics, stereotomy, and taking of plans. Architectural and topographical designs, and working drawings. Problems in the infinitesimal calculus, general mechanics, and general physics.

In the course of the year the pupils all undergo 27 examinations on the different branches of study, and a general one at the end of the year. During the vacation after the first year's studies the pupils are expected to make plans of buildings and machines; also to write an essay on the resistance of materials.

Second Year.—A practical study of the flow of gases with the aid of an anemometer and a ventilator; each pupil to draw up a paper on the subject. Construction with bricks, according to given plans, of various chimneys, a baker's oven, a lime kiln, a hot-air stove, &c. Each pupil to make a survey and draw a plan of a watercourse, and to measure the volume of water in a stream; a paper to be sent in upon the details of these operations. Practical exercises in a factory on the construction of machines. Twenty-seven manipulations in analyzing and assaying. Drawings and projects of machines and buildings. Each pupil passes 21 examinations on the different subjects studied, besides the general examinations at the end of the year. During the vacation after the second year, the pupils are to visit manufactories, &c., and to hand to the director on resuming their studies, a diary giving a summary account of the studies made and the factories visited; an album containing notes and sketches made on the spot; fair drawings of the most remarkable objects contained in the album; and a paper on questions of applied mechanics.

Third Year.—Projects, in two series; the first in the more important subjects of all the courses, and comprising four different studies, required from all the pupils of the division. The second belongs exclusively to specialties and consists of four projects on

subjects connected with machines, buildings, metallurgy, and chemistry.

All pupils of the third year who have satisfied the requirements of their division are admitted to this competitive project. The work consists of a complete study of the questions connected with a given project belonging to their specialty; it comprises numerous drawings with written explanations.

The pupils of the third year undergo 20 examinations during its course, besides the general ones at its close.

ACCOUNT OF THE IMPERIAL SCHOOLS OF ARTS AND TRADES.

Historical Summary.

In the year XI. there were three Government colleges, which formed what was called the *French prytaneum*. These colleges were situated at Paris (Louis-le-Grand), Saint-Cyr, and at Compiègne. In these establishments, which were under military discipline, the pupils were taught French, the classical languages, ancient history, geography, drawing of the figure, and mathematics. Most of them were educated at the public expense.

One day, the Emperor, while still First Consul, paid a visit to the college at Compiègne and questioned some of the elder pupils as to what they intended to do on leaving the college. He was much dissatisfied with their answers. "The Government," said he, "pays considerable sums to educate these young men, and when their studies are ended none of them, except those who enter the army, are of any use to the country. Nearly all of them remain at home, a burden to their families, which they ought to aid. This shall continue no longer. I have just visited the great manufacturing establishments in the north and the larger workshops of Paris. I everywhere found foremen clever in the manual labour of their trades, but scarcely one among them able to draw the outlines or make the most simple calculations of a machine to convey his ideas by a sketch or a written description. This is a great defect, and I will here provide the means for remedying it. There must be no more Latin here, that will be learned in the lyceums about to be organized; but the study of trades, with so much theory as is necessary for their progress; by this course we shall obtain well-taught foremen for our manufactories."

This was the real starting point and the object of the Schools of Arts and Trades. A few days later the *Moniteur* published the following decision of the 6th Ventose, year XI. (25th February 1803),* "From and after the month of Germinal year XI. the

---

* A few months later the Paris section (Louis-le-Grand) was transformed into a lyceum on the creation of these new colleges, and by a decree of the 15th Vendémiaire year XII., the college of Saint-Cyr was alone to bear the name of *French prytaneum*. It was afterwards removed to La Flèche.

teaching in the College of Compiègne shall have for its object the training of workmen and managers of workshops."

The pupils under 12 years of age were divided into three classes, in which they received an elementary education:—1. Reading, writing, and the rudiments of French grammar. 2. Continuation of the same studies, with the four rules of arithmetic. 3. The same studies, with the elements of geometry and first principles of drawing. From this college the pupils passed to the School of Arts and Trades, where, according to the occupations which they were to pursue, and qualifications, they were distributed among the different workshops, as,—1. Smiths, filers, fitters, turners in metal. 2. Founders. 3. Carpenters, joiners for buildings, furniture, and machines. 4. Turners in wood. 5. Wheelwrights. In these shops they worked eight hours a day. There were six classes, according to the proficiency and aptitude of the pupils. Only two hours per day were devoted to the study and to theory, including geometry, descriptive geometry applied to the arts, drawing and tinting of plans and machines. It was also arranged that those who should make great progress and display extraordinary talents should receive a more advanced education. They were to continue the same studies, and were also to be instructed in the application of the principles of mechanics to the practice of the industrial arts.

Such, as regards both theory and practice, was the system of instruction at the College of Compiègne, which, at the close of the same year, assumed the name of *School of Arts and Trades.* Pupils were admitted at any age,* and at all times of the year. The number was fixed at 500. The Emperor, when hunting in the Forest of Compiègne, was very fond of visiting the school, and entering into familiar conversation with the pupils.

By an imperial decree of 5th September 1806 the School of Arts and Trades was removed to Châlons-sur-Marne.

That same year the Duke de la Rochefoucauld,† who had been repeatedly requested by the Minister of the Interior to visit and

---

* During the year several notices were inserted in the *Moniteur*, granting scholarships in the College of Compiègne to the children of parents who had died in the army or other branches of the public service. There was a class or category of very young children, whose management was confided to a lady-governess. In virtue of a decree of the 16th Frimaire (7th December 1805), which adopted the children of the generals, officers, and soldiers who fell at the battle of Austerlitz, even children at the breast, with their nurses, were sent to Compiègne.

† The Duke de la Rochefoucauld had founded at his farm of La Montagne, near Liancourt, a small school for the children of his regiment of dragoons, whom he could not, owing to the regulations, get admitted as "children of the regiment." This school was afterwards enlarged to receive children from regiments whose colonels were friends of the Duke.

Two non-commissioned officers taught the children reading, writing, and arithmetic. Those who wished were also taught trades that might be useful in the regiments, such as tailoring and shoemaking. This school contained nearly 80 pupils (in 1791) when the Revolution came. The Duke was soon afterwards obliged to leave his country, and his property was confiscated. The Government of the day then established, in the Duke's country seat at Liancourt, a new military school, of which his little school was, as it were, the

inspect the School of Compiègne, accepted the duty of inspecting the school transferred to Châlons, and presided at the distribution of prizes there. "He reminded the pupils," says the official journal, "that the idea of the establishment was entirely due to the genius of His Majesty; that the Emperor, in adopting them as his children, had rewarded in their persons the services rendered by their fathers; he enumerated all the advantages of the institution; he expatiated on the abundant sources of knowledge offered them by the school—geometry, physics, chemistry, and, above all, mechanics, that daughter of the other sciences, which would some day assure them a social position and open to them an honourable and useful career."

I will not here mention in detail all the classes and workshops for which prizes were then distributed, it will suffice to say what they were in 1812, after many modifications, and what prizes were awarded in that year by the Inspector-General :—

	Prizes.		Prizes.
Forging - - -	2	Compass makers - -	1
Fitting - - -	2	Cabinet work† - -	2
Mathematical instruments.*	2	Wood-turning - -	1
		Lock-making - -	1

nucleus. The schools of Popincourt, St. Martin, &c., were removed to the same place. The establishment thus formed was at first much neglected, but was afterwards better cared for and enlarged. When the School of Mars was suppressed on the 25th July 1794, those of its pupils who chose were sent hither, and their costume was subsequently adopted for the whole school.

On the 8th Germinal year IV. (29th March 1796), being the *Fête de la Jeunesse*, there was a distribution of prizes at the National School of Liancourt, and the director, M. Crouzet, then stated that the pupils were divided into the following classes :—

1. Mathematics.
2. Drawing and fortification.
3. French grammar.
4. Writing.
5. Music.
6. Reading (1st division).
7. „ (2nd „).
8. Tactics or military exercises.
9. Trades.

The Duke de la Rochefoucauld, having been allowed to return to France some days after the 18th Brumaire was almost immediately, in honour of his philanthrophy and noble qualities, restored to the possession of his Liancourt estate, which had not been sold owing to the presence of the school. This last was then removed to Compiègne, about eight leagues distant. At the request of the Minister of the Interior the Duke consented to pay a visit of inspection to the school at Compiègne, and continued his visits till it was removed to Châlons. Notwithstanding the distance he still performed the same functions, and was appointed Inspector-General, but without a salary, accepting only his travelling expenses. He held this office till his dismissal in 1821, taking great interest in the prosperity of the schools, and also exerting himself to find situations for the boys when their education was finished.

The Duke de la Rochefoucauld was not the founder of the Schools of Arts and Trades, but he was at least their benefactor and protector, and he may almost be regarded as one of the founders, as his little school at the farm of *La Montagne* led to the establishment of that at Liancourt.

* Including philosophical instruments.

† The school made furniture for the Crown until 1841 or 1842. This workshop also executed a good part of the furniture for which a gold medal was awarded in the Exhibition of 1824. On that occasion Louis XVIII. highly commended a flower-stand, with gilt bronze ornaments, which were also cast at the school.

	Prize		Prizes.
Wheelwrights' work* -	2	Founding‡ - - -	1
Clock-making† - -	1	Chasing§ - - -	1
Joiners' work - -	2	File-making - - -	1

There was also at Châlons, until 1814 or 1815, a small spinning-mill, worked by a water-wheel. When this was suppressed the director of the workshops took the machinery on his own account, put it upon the school premises, and worked it by horse-power, 10 or 12 of the pupils successively minding the spinning, but it was not kept up long.

The course of instruction was arranged as follows :—

Mathematics.	1st Section.—1. Descriptive geometry - -	1 prize.
	2. Statics, three series or classes -	3 prizes.
„	2nd Section.—Elementary mathematics, three series or classes - -	3 „
Grammar.	1st Division - - - - - -	2 prizes.
	2nd Division - - - - - -	1 prize.
Drawing.	Of the figure -	2 prizes and 1 grand prize for drawing from the round.
	Elements - -	2 prizes.
	Tinting - -	2 prizes, and 1 grand prize for drawing machines.

This system of work in the workshops and the school, which was afterwards justly criticised, attained the proposed end of enabling the youth adopted by the State to earn a livelihood. It fitted them to become foremen and overseers in the trades they had learned at school : and the higher theoretical instruction given to the more talented pupils allowed them to promote the progress of the manufactures to which they devoted their attention.

But it will perhaps be asked how could it lead to progress in the arts of the cabinet-maker, the wheelwright, the chaser, and the locksmith, or, indeed, of the filemaker ? One must remember the state of industry at that time and the ignorance of artisans in general, and it will be seen that drawing might be of some use even to the four trades just mentioned. Even the apprenticeship to file-cutting was not then so very ridiculous, as in the very same year 1812, we find the Sub-Prefect of Beaupréau, at the first distribution of prizes to the pupils of the school there, complimenting them on having supplied the country with new and improved tools, and *especially with better files for the use of locksmiths.*

---

* A considerable number of baggage and ammunition waggons were made for the army in the late wars of the Empire.

† Town and church clocks, which were much esteemed.

‡ For ordinary iron castings and bronze ornaments.

§ Modelling of the figure and of ornaments (continued till 1841), chasing and gilding. Until 1843 there was a master for modelling, and many pupils attended his lessons voluntarily.

Having thus mentioned the school of Beaupréau I may here add, that it was founded pursuant to a decree of 1st November 1811. At first the pupils did not exceed 150. The Emperor was undoubtedly influenced in the choice of this locality by the vicinity of La Vendée, which he was anxious to see advancing in the path of progress, and thus become attached to his Government, as also by the near neighbourhood of Chollet, and of manufactories to which the school might be useful. M. Molard, the director, several professors, and a number of pupils, were sent down from Châlons to form the first nucleus of the school. The results obtained during the first year were such that the sub-prefect, as I have already stated, highly complimented both teachers and pupils. In his speech we find the following passage: "With such an organization your rising school advances rapidly towards its object; our manufacturers there find useful recruits; our workmen of every kind new and improved tools; our locksmiths especially are supplied with better files; the towns with fire-engines, &c. In mathematics your efforts are satisfactory, and in drawing the examinations and the public exhibitions have brought to light promising talents."

This school, which had also its workshops, was still improving its organization when, on Napoleon's return from Elba, the insurrection in La Vendée compelled its removal to Angers, where it has remained ever since. It was also proposed that a third school should be established at St. Maximin, but the project was never realized. In the imperial period, notwithstanding that so many of the pupils entered the army, the schools rendered good service to industry. The grateful ex-pupil Xavier Jourdain, the benefactor of the Châlons school, is a living proof of this fact. The pupils of the school of Châlons also played their parts as patriots in defending France against the foreigner in 1814 and 1815. They served as gunners, and fought at the very gates of the town.

The Restoration still maintained the Schools of Arts and Trades. A royal decree of the 26th April 1817, orders the continuation of the schools of Châlons and Angers "both on account of the object they have in view, that of training overseers and workmen skilled in the practice of the industrial arts, and for their organization. The workshops of different kinds are to be kept in active operation. Drawing, and the elements of theoretical knowledge applicable to the arts are still to be taught there. The number of pupils kept, wholly or in part, at the expense of the State is fixed at 500, of whom three-fifths are entirely gratuitous, one-fifth pay a quarter of the school charge, and the other fifth one-half." No change was made in the practical or theoretical studies. The rest of the decree relates to the organization and to the staff, with very few details.

But industry required to be developed, especially the branches dependant on machinery, which, amongst us, was still in its infancy. Only remember the state of the manufactures in 1825 and 1826. It was indispensable to do something to help them,

and the great desideratum was educated workmen. The object of our schools was no longer to rear from their very cradles the children left fatherless by the works of the Empire ; their present business was to communicate to the greatest possible number of intelligent youths the benefits of an industrial education.

A royal decree of the 31st December 1826 completely changed the organization of the schools, bringing them up to the level of present progress, and giving them facilities for adopting further improvements.

The following is a brief abstract of the more important regulations :—"The course of instruction shall henceforth be limited to four years. Pupils are to be admitted only once a year, and after examination."

The conditions are not very hard ; but what was the state of primary education in the provinces at that time and for years afterwards? Candidates were only required : "To be able to read and to write correctly, and to know the four first rules of arithmetic." This was not much certainly, but still the principle of competition was introduced.

"Candidates must be thirteen years of age, and not above seventeen. Every department retains its right to send three exhibitioners ; one without any charge, the second to pay one-fourth of the charges, and the third one-half. The Society of Encouragement also retains its privileges in this respect. The number of pupils is limited to 600, of whom 400 are to be at Châlons, and 200 at Angers. Two-thirds of every day are to be devoted to practice, and and one-third to theory. The trades taught are those of the wheelwright, carpenter, and joiner; blacksmith, filer, fitter, turner in wood, turner in metals ; moulder, iron-founder, brass-founder."

"The theoretical studies are, in the first year : writing, French, grammar, and arithmetic. The following years : geometry and trigonometry ; descriptive geometry with its various applications ; the elements of physics and chemistry applied to industry, and the mode of ascertaining the strength and resistance of building materials. Those pupils whom the board considered worthy were allowed a fifth year of study.* Ten pupils of the last class might be placed out as apprentices at the expense of the State in large manufactories to complete their instruction. Figure drawing is suppressed, but the drawing of machines and ornaments as well as tinting is continued."

The above extracts show that the change was complete, but nothing less would have sufficed to realize the object of the Schools of Arts and Trades, owing to the rapid progress of industry at that

---

* This supplementary year, revived in 1848, as well as the apprenticeship at the public expense, has not been very successful. The pupils have derived but little advantage from it. Those who, at rare intervals, still apply for it, seldom complete their year, notwithstanding the advantage of instruction in one or more workshops. As a general rule those pupils do best who follow the ordinary course and work for their living as soon as their apprenticeship is completed.

time and in the years following. Nevertheless, in 1832, notwithstanding the services rendered the schools were attacked as being behind the time.

After the revolution of 1830, they had been again put under military discipline, subjected to drill, &c., and the Châlons school especially, of which a retired officer, General Saint-Remy, was appointed director. Owing to this change the impulse given by the royal decree of 1827 almost ceased to have any effect, but the schools being zealously defended, especially by M. Charles Dupin, were kept up with certain modifications which adapted them more completely to their purpose, and were destined to render them eminently useful.

Indeed, what ought the Schools of Art and Trades to have been at that period?—A kind of polytechnic schools for mechanical industry, which can make but little progress without theoretical knowledge.

The pupils were therefore compelled to study the sciences, and also to practise those manual operations which were to give them a kind of general preparation for the occupations of the various workshops among which they would be dispersed after the close of their studies. It was found necessary to neglect those industries in which the theory taught in our schools could find no useful application, such as the craft of the wheelwright, carpenter, and joiner, which can easily be learned by an ordinary apprenticeship; the workshops of the school might thus be reduced to four all of which are directly connected with the construction of machinery.

This change was effected by a royal decree of the 23rd September 1832, which established the school very nearly on the same footing as at present. There was no alteration made as to the number of pupils (600), in the school charges (1,500fr. a year), in the age of admission (14 to 17), or in the exhibitions.

The labour in the workshops was confined to founding in iron and brass; turning in wood, and pattern making for castings and parts of machines; forging in the rough, and fitting and putting together of machines. A board of examination for admission is named in each department of France, and the examinations take place simultaneously in August. The programme of admission received one addition, which is, that the candidate must have served a year's apprenticeship to one of the trades taught at the school. The departmental scholarships were granted by order of merit on the list of each Department. The board places those candidates first whose acquirements are not limited merely to reading, writing, and the first four rules of arithmetic. Seventy-five certificates entitling the holder to a reduction of one-fourth of school charges were to be divided among the department, as an encouragement to the pupils, according to the place they obtain on the list of the school (two-thirds for Châlons and one-third for Angers). The workshop prizes, founded in 1825 by a legacy producing 3,000 frs. a year, bequeathed by Mme. Leprince, were confirmed. The length of the studies was reduced to three years, while the theoretical studies remained nearly as they were. Exa-

minations for classing the pupils according to their proficiency must be held twice a year in each school, and prizes are given at the close of the year: those for pupils about to leave the school are silver medals. Pecuniary encouragements were also awarded to such pupils as the minister might think deserving, but they were not to be given till the next year, and on the production of certificates, showing that the holder is following his trade and stating the position he occupies. The prizes of the Government were not given to pupils for their progress in any special branch, but for general proficiency in all the subjects taught at the school. A standard number of marks for each subject according to its importance was established. Manual labour was to be taken into account as well as the theoretical studies and drawing.

But to permit of this extension of practical instruction, suitable workshops were necessary. They were accordingly undertaken at the expense of the schools, first at Châlons in 1838, by M. Vincent, the director, who gave the first impulse (at the risk of leaving his successor some little financial embarrassment). They were commenced somewhat later at Angers (when M. Dauban was director), and the number of pupils there was then increased to 300. Subsequently the Government intervened, and the works were pushed on rapidly, and on a scale sufficiently extensive to meet all requirements, at least for the time.

In 1841 the two schools were placed on a footing of perfect equality as to the number of pupils which was fixed at 300 for each. But as this number soon became insufficient, it was considered desirable to found a third school. As the first two schools were in the north and centre of France, the Government decided on having the third in the south. It was first thought of choosing Toulouse for its site, to which town it had been proposed, in 1823, to remove the Châlons school, but the preference was ultimately given to Aix in Provence, within easy distance of Marseilles and Toulon. This third school was established on the same footing as the other two, with 300 pupils, and the same studies both theoretical and practical.

After February 1848 the schools were nominally submitted to military discipline; the first division was exercised in musket drill, but only during play hours. In October, however, the arms were withdrawn, and the usual studies were continued with great ardour, as before. During this same year the inspection was confided to General (then Colonel) Morin, who introduced some very beneficial modifications in the courses and the drawing lessons.

In the programme of the mathematical courses, the most important addition was that to the course of industrial mechanics, which, taking advantage of the improvements effected by General Morin himself in that science as first taught by General Poncelet in lectures to the workmen of Metz, became more practically useful and embraced a wider field. The course was terminated by dynamometrical experiments, made in the presence of the pupils, with regard to traction and the work of machines. The use of the sliding rule was introduced in the three divisions. Drawing of details of machines were made from models obtained from the

workshops of the best mechanical engineers in Paris, all in linear drawing, as in actual practice. The tinted drawings of the third year were made on improved systems. The making of projects of factories and of important machines was abandoned and replaced by drawings of machines with detailed calculations of the principal parts. To teach plan drawing, practical progressive exercises were performed every year by the pupils.

The decree of the 19th December 1848 sanctioned the existence of the schools, their mode of instruction and their organization, as well as the various exhibitions given by the Government. It also regulated the conditions of admission and the boards charged with the examinations in each department. It further confirmed the minimum of age, which for some years past had been fixed at 15, experience having proved that boys of 14 were not sufficiently developed to bear the bodily and mental fatigue of going through the whole course of instruction in three years. The qualifications for admission, which, considering the minimum of age (now raised to 15), and the progress of primary instruction were by no means a proof of capacity (reading, writing, and the first four rules of arithmetic) were altered so as to become a real test of the capacity of candidates. These qualifications were henceforth to be: reading, writing, orthography, practice and demonstration of the first four rules of arithmetic, fractions, and the decimal system; geometry, so far as regards plane surfaces.

In addition also to the oral examination, there were introduced: problems in arithmetic and geometry from dictation; linear drawing or drawing of ornaments; and an exercise in the manual labour of the trade to be learned, performed in the presence of a practical man. As already stated, the duration of the studies was fixed at three years, but a fourth year for improvement was allowed, as a recompense to ten pupils in each school, chosen from those who had obtained a workshop prize, or one of the 15 medals. (I have previously stated in a note that this fourth year led to no good results.) The rewards in medals and money prizes were maintained as well as the workshop prize founded by Mme. Leprince for Châlons and Angers. The 17th article regulated the teaching staff, with the salaries and progressive increase at intervals of five and ten years.

Such is the rather long chronicle of the Schools of Arts and Trades from their origin to the present day. It may be thus briefly resumed.

The schools founded to train educated workmen and overseers in the industrial arts, and also, at first, to bring up the orphans of soldiers in a trade by which they might get a living, have been successively modified so as to keep pace with the progress and development which time has wrought in industry. They have advanced in theory and practice as occasion requires, and have at last come to be more especially applied to general mechanical industry, for which theoretical knowledge is indispensable.

I will not conclude this sketch of the schools without remarking that they have received marks of interest from all the sovereigns who have ruled over France since Napoleon I., and also from the

princes and princesses of their families. The school of Châlons was visited by the Duke of Angoulême in 1817 or 1818, then by Charles X. on his coronation at Rheims, and on the same occasion by the Duchess of Angoulême and the Duchess of Berri. In after years, King Louis-Philippe, accompanied by two of his sons, also visited it, but incognito, and subsequently the Duchess of Orleans, on her arriving in France. The ministers Cunin-Gridaine, in 1842, and M. Dumas, the illustrious chemist, in 1850, likewise paid a visit to the school, and testified the interest they took in such institutions. The school at Angers was also visited by the Duke of Angoulême in 1824, and by the Duke and Duchess of Nemours in 1843.

The Present Organization of the Schools of Arts and Trades (1864).

We now proceed to give an account of the studies, theoretical and practical, of the time devoted to them, and of the methods of teaching. This will oblige us to enter into rather long details.

The pupils are admitted after examination, and once a year only, on the 1st of October. The instruction extends over three years. Sunday is the only day of rest; there is no holiday or half-holiday on Thursday. There is no time lost; and the pupils are accustomed to the life of the workshop, by being fully occupied six days per week from the time of entering the school. Five hours and a half are devoted to theoretical study and seven hours to practical work; in all twelve hours and a half.

The theoretical study is divided into two parts, four hours and a quarter in the morning and one hour and a quarter in the evening. The early part of the day, when the head and ideas are fresh, is chosen for the mathematical lectures and interrogations, and also for drawing. There is little study properly so called in this portion of the day. The evening sitting is more especially employed in study. The grammar and writing classes are interposed between the two sittings, so as to make the best use of the time. The practice in the workshop is divided into two equal portions (from ten to half-past two and from half-past three to seven), separated by the dinner and the playtime after it. This interruption of the manual labour rests the body, as the work itself rests the mind for the evening studies. The pupils rise at a quarter past five and make their own beds.

The whole school is divided into three classes (or years of study), each having its own professor of mathematics or mechanics and of drawing. There is also a professor of grammar for the three divisions, and a professor of writing for the first two years only. The chaplain, in addition to the performance of divine service, gives a lecture every week in religious and moral instruction.

I have heard persons dispute the utility of the grammar and writing lessons for our pupils, who ought to know those branches when admitted. But does not the orthography of school boys require to be kept up by practice, and are they all adepts in

spelling? As for writing, they acquire a better hand at school, and in the last half of the second year they have to practice industrial book-keeping. The progress made in these two branches prove their utility.

In mathematics, we have not, properly speaking, any methods peculiar to the school. In their lessons the professors go straight to the object in view without noticing any of the subtilities of the science. But numerous applications exercise the pupils' minds and fix the principles in the memory by showing their utility. In the interrogations the boys are stimulated to answer promptly.

Bobillier's geometry, composed expressly for our school, is essentially simple and precise; for descriptive geometry we follow Theodore Olivier's method and notation; for mechanics the spirit and method of the course of MM. Morin and Tresca, abridged.

In the first year the professor goes rapidly through the programme of admission, thus systematizing the different methods learned elsewhere before proceeding with the same subjects. He follows his pupils through the two years of mathematics proper, during which he teaches them: arithmetic, algebra, as far as and including quadratic equations, elementary geometry, comprising curves of the second degree demonstrated geometrically, plane trigonometry, the elements of descriptive geometry and cinematics or geometrical mechanics.

In the third year a professor teaches industrial mechanics, including hydraulic machines and steam-engines; of physics, the principal general elements, and in considerable detail; lastly, a few elements of chemistry, the nomenclature, and what bears more especially on materials. Numerous practical applications varied for each pupil exercise the pupils in mechanics. The repetitions or interrogations are made by the professors and by foremen of the workshop.

Drawing is taught very simply. In the first year the pupils to get the free use of their hand, make designs with the drawing pen comprising all the principles of symmetry of joining curves, &c., which they will require later when they come to draw machines. Most of these exercises are taken from architecture, of which the pupils also learn some of the elements. For this part only, the drawings are copied from models. Geometrical drawings, designs of joints in carpentry and joinery, elementary exercises in drawings tinted with Indian ink and dull colours, as well as two drawings of plans complete the first year's studies.

In the second year first the elements of machine drawing; next come, in the hours of study, working drawings of descriptive geometry, which require the most rigorous accuracy. On reaching this point the pupils having acquired neatness, clearness, accuracy, and precision, should be able to draw well. They immediately apply these principles to the geometrical drawing of machines, of gearing, &c. In this second year, the pupils in the workshops, in their drawing lessons, make sketches of tools and various machines to scale with dimensions given. In the third year they make drawings of machines and those relative to the lectures on mechanics. They also calculate the principal parts of the machines

they represent. They conclude with making drawings of machines in plain tints.

I have been thus particular respecting the drawing in order to show that this graduated method is at once simple and natural. The complete course of drawing in the three years comprises from 100 to 110 designs or working drawings. The professors of drawing also teach by a few progressive lessons every year, the principles of topography. These same professors execute, in the office of the engineer of the works, the projects and details of machines to be constructed in the workshops. Convalescent pupils, after hurts or illness, take part in these designs during the workshop hours.

Practical Instruction.

One third of the pupils are distributed in the preparatory workshops, that is, from 25 to 35 pupils in each of the three : the pattern shop, the foundry, and the smithy. The remaining two-thirds, amounting to about 200, work in the fitting shop.

The Pattern Shop.—The pupils begin with making simple patterns with boards, then each learns to execute all the different joints used by carpenters and joiners ; next come patterns for founders (proceeding to the most complicated and most difficult), gearing (straight or bevilled, with or without mortising), cylinders, and framework for steam engines, &c. The pupils also make, but only as exercises in the handling and cutting of wood, and according to the demands of the country, articles of furniture, woodwork for churches, pulpits, &c., more or less ornamented.

The Smithy.—They begin with welding scraps of old iron into masses, and making tongs and other tools used in forging ; they next forge small articles for exercise in filing and fitting, and then parts of machines, from the simplest to the most complicated. In the third year the pupils learn to use the steam hammer.

The Foundry.—They begin with plain castings of balustrades, palissades, medallions, and the simpler parts of machines ; and then, as an exercise, in detached ornaments, before executing them on a large scale, the pupils make small busts, statuettes, &c. As a general rule, in this workshop, as in the fitting room, and at the forge, they begin with practice entailing but little expense of material. By degrees they come to the framework of machines, and the casting of large wheels, either with cogs or with mortise holes to receive wooden cogs ; and, lastly, to the casting of steam cylinders, &c., according to the orders to be executed. More carefully executed statuettes of a larger size, Joan of Arc, La Tour d'Auvergne, the Magdalen, &c., give them some idea of artistic moulding which the school of foundry does not indeed profess to undertake, though such castings have occasionally been made there.* Most of the statuettes are executed in ordinary

* The school of Angers cast, on the 10th August 1861, the bronze statue of the Duke de la Rochefoucauld, which has been erected in the public square at

cast iron, and therefore cannot be ornamented with the chisel. All the operations of the workshop are performed by the pupils themselves, as making the moulds, charging the furnace, working the cranes, casting, paring and trimming.

The Fitting Shop.—The pupils begin with simple pieces of regular forms, requiring great attention to symmetry and precision, and for that reason very instructive. For instance, they first make two small iron straightedges perfectly true in every sense, then two squares accurate in every respect; next, with a piece of wrought iron, they make a regular quadrangular prism, and from it an octagonal prism; or a right cylinder, to be afterwards turned into a hexagonal prism, &c. After this they make various kinds of compasses, hand and claw vices, keys for screws, ratchets, &c., then bow-lathes, bench vices, pulleys, and lastly, all the different parts of machines, according to orders on hand, machine tools, steam engines, &c.

The general principles are:—1. To make, as a general rule, only one piece of the same kind, in order to know how to execute the greatest possible number. 2. To do all work, as far as practicable, by hand, and with the simplest tools.

The object is not to get as much money as possible by making the same thing over and over again, but to learn how to work well at all kinds of things, so that the pupil may be able to turn his hand to any branch of his trade where he may find an opening, and to fit him for entering any workshop, large or small, with a good store of practical knowledge. After one year's work, at most, in any specialty, a clever pupil will acquire all the rapidity of execution common to good workmen.

The machine tools, planing, mortising, and filing machines, are seldom used by the pupils till they can work well with the hand; but the less skilful always have the advantage of seeing these machines in use, and having been obliged to make drawings of them must be well acquainted with their principles. Each pupil has a vice to himself, and at each bench there are pupils of all the three divisions, that the more advanced may teach the juniors. There are also in each shop one or two workmen as examples for the boys, and they are also employed when required to put up the machines made at the school for private manufacturers.

The classing of the pupils according to merit, which, as already stated, takes place twice a year, is decided according to the entirety of the studies, theoretical and practical, and the same number of marks is allowed for the practical part as for all the theoretical studies. The classification made at the end of the year is followed by a distribution of prizes to the most deserving. These prizes, for the second and third divisions, consist of books on science or industrial art which may be useful to the pupil for his studies or after leaving the school. For the first

---

Liancourt. This statue, 2 m. 80 c. (9 ft. 2 in.) in height, modelled by Mandron, the well-known sculptor (himself a pupil of the school of Angers), was cast in one piece with the most complete success, by M. Biesse, the managgr of the foundry, and a pupil of the school.

division (the pupils who are about to leave) the prizes are silver medals, bearing the words: *School of Arts and Trades—Reward,* and the pupil's name engraved.

The maximum of medals is 15 for each school. A sum of money is sometimes added to give the pupil a start in life, but this is never paid till the following year, and then only on condition of the claimant's producing certificates that he has been working at his trade for the past 12 months. Each first workshop in the schools of Châlons and Angers receives, provided it attains the required standard of merit, the prize founded by Mme. Leprince, amounting to one-eighth of 3,000 fr. or 375 fr. for each.

At Châlons also, ever since 1863, there have been awarded three prizes of honour, founded by M. Xavier Jourdain, manufacturer, of Altkirch, as a testimonial of his gratitude for the education he received at the school, to which he attributes most of his success in life.* The first prize is a gold medal worth 300 frs. and a sum of 1,000 frs.; the second, a similar medal, and 500 frs.; and the third, a silver medal, with 400 frs. These prizes are awarded to three pupils chosen from among the first 15 on the list, regard being had to both study and moral conduct.

As my extracts from the decrees and regulations bore chiefly on the organization of the studies I will here add that each school has an annual grant with which it must meet all the expenditure, not only for the teaching staff and management, for the board and other outlay on account of the pupils, but also for materials and tools for the workshops, for the clothing of the pupils, and for the repairs of the buildings. The school has nothing beyond this grant. The receipts for the board of pupils, and for clothes, as well as the proceeds of the sale of things manufactured in the workshops belong to the State.

On the Utility of the Schools of Arts and Trades.

We have now to say a few words on the utility of these schools (though it is very generally admitted), and to answer the question, are they appreciated by the mass of the working classes?

They receive every year from 300 to 315 pupils (the average for the last four years is 312). The number declared admissible was 681 in 1863.

The number of candidates throughout France I am unable to state, but if we calculate on the data supplied by Paris, which had, for the present year, 125 candidates, of whom 48 were declared admissible and 25 were admitted, we should have for all France, taking the admissible for the basis, 1,700 candidates; taking the admitted as a basis 1,560 candidates, that is, between *five* and *six* times the number of admitted, or let us say *four* times. Admission to the Schools of Arts and Trades is therefore not only desired but most eagerly sought for.

---

* M. Xavier Jourdain has also founded three scholarships at Châlons or boys of his native place.

But do the pupils, on leaving the schools, readily find situations, and at remunerative wages?—According to a return of the 465 pupils who left the schools in 1861 and 1862, after completing their studies, they occupied 12 *months afterwards*, the following positions :—

		Average Wages.	
		Per Day.	Per Year.
Various workmen, overseers, foremen, fitters, moulders, mounters, &c., in divers factories and workshops - -	110	188—3 fr. 75 c. to 4 fr. 35 c.	1,163 fr. to 1,350 fr.
Various workmen, overseers, foremen, moulders, fitters, &c., on railways - - -	78		
5 with their fathers, 6 in spinning mills - - -	11		
Pattern designers for manufactories - -	88	165—3 fr. 90 c. to 4 fr. 65 c.	1,210 fr. to 1,441 fr.
Draughtsmen for railways - - -	77		
Engineers of the Imperial Navy or of the Messageries Impériales - - -	47		
Roads and bridges—road surveyors - - - -	22	—	1,000 fr. to 1,400 fr.
Army - - - - -	4		
Central school - - -	1		
Position unknown - -	22		
Dead - - - -	3		
Not employed - - -	2		
Total - -	465		

This return shows that the pupils, from their very entrance on active life, are usefully employed for the general good, in factories, workshops, railway establishments, in the navy and navigation companies, in the bridges and roads. Two *only* were known to remain without employment. As to the earnings of the great majority 3 fr. 75 c. to 4 fr. 35 c. for mechanics, and 3 fr. 90 c. to 4 fr. 65 c. for designers, seems very fair wages for young men of 19 to 21 years of age. I know one, not comprised in the above, who was earning 6 fr. a day as a fitter, only 12 months after leaving the school.

But these young men only one year after leaving school, cannot, of course, have rendered any but unimportant services to industry. We will now proceed to show, by mentioning the honourable positions attained, after a longer lapse of time, how successful many of them have been. We find these data in the list of the society of ex-pupils of the Schools of Arts and Trades. It must be observed that here we are not speaking of pupils who have just left the schools, but of those who have been engaged in the active business of life for four, five, and even twenty years or more. Many of them are settled in Paris. There is

scarcely a single workman among them, the very small number who may still remain in the humbler position having neither time nor money to devote to this society.

		Decorated.
Heads of establishments working on their own account (construction of machines, apparatus of all kinds, and iron-works, founderies, &c.)	106	2
Spinning mill owners	4	1
Civil and mechanical engineers	71	6
Directors, heads, and professors in schools of arts and trades	9	3
Employed in various manufactures as chiefs of workshops, foremen, &c.	140	1
Railway officials and workmen	159	5
Designers for manufacturers	78	0
Chief and assistant engineers of bridges and roads	20	0
Master engineers and marine engineers	6	0
Various industries	21	0
Not in trade, six being in the army and four artists	30	4
Totals	644	22

Among the ex-pupils of all ranks there are 18 who have been decorated solely on account of their professional eminence.

List of the Officials of one of the Schools, with their Salaries &c.:—

Officials.	Salaries. On entering.	Salaries. After 5 years.	Salaries. After 10 years.	Observations.
	francs.	francs.	francs.	
1 Director	5,000	5,500	6,000	
1 Engineer of Works	3,000	3,500	4,000	
1 Treasurer	2,200	2,500	2,800	
1 House Steward	1,700	2,000	2,000	
1 Chaplain (Catholic)	2,000	2,000	2,000	Including 300 fr. for a lodging.
1 Professor of Mechanics	2,000	2,500	3,000	
2 „ of Mathematics.	2,000	2,300	2,500	
3 „ of Drawing	2,000	2,300	2,500	
1 „ of Grammar	1,400	1,800	2,000	If librarian, 400 fr. in addition.
1 „ of Writing	1,200	1,400	1,700	Professes industria book-keeping.
1 Overseer of fitting workshop.	2,000	2,500	3,000	
3 other Overseers	2,000	2,300	2,600	
5 Foremen fitters	1,700	1,900	2,000	The foremen, hearing repetitions receive an indemnity of 250 fr. In all (10 years) 2,250 fr.
3 Foremen for the three other workshops.	1,700	1,900	2,000	
1 Adjutant of 1st class	2,200	2,200	2,200	
1 of 2nd class	1,300	1,300	1,300	With clothes and board.

Officials.	Salaries.			Observations.
	On entering.	After 5 years.	After 10 years.	
1 Director's Secretary, from 1,700 fr. to 2,000 fr. 1 Store-keeper, from 1,600 fr. to 2,000 fr. 2 Book-keepers, from 1,400 fr. to 1,700 fr. 8 Adjutants, one of whom is infirmary wardsman, from 700 fr. to 900 fr.	—	—	—	With clothes and board.

These salaries are evidently very low, even too low, and yet several, to attain the present sum, have been augmented by the successive increases of smaller salaries, thus :—

	frs.
The house-steward has an increase in his first two positions of - - - - -	200
The five professors of mathematics and drawing, in the first position only - - - -	200
The professor of grammar in the first two - -	200
The professor of writing in the three - -	200
The foremen of workshops in the three - -	200

which brings these last, after 10 years, to the same amount as the overseers begin with, and gives them, with the extra for repetitions, 250 fr. more than the overseer, their superior, so that, if promoted to be overseers they lose 250 fr. a year thereby.

I mention this fact to show that a revision of salaries is necessary.

As to the number of hours devoted to their duties it may be thus stated :—Director, his whole time, and the engineer nearly the whole; treasurer, seven or eight hours per day; house-steward, nearly the whole day; professors of mechanics and of mathematics, during 10 months or 10½, six days per week, from two and a half to three hours of lessons and interrogations, without counting the revision of tasks and time for preparing their lectures at home; professors of grammar and of writing, about the same; professors of drawings from five to six hours in lessons, or in making drawings for the engineer or the workshops; overseers, eight or nine hours daily; foremen, eight or ten hours daily, including the repetitions; book-keepers, seven or eight hours a day (generally seven).

Le Brun,
Inspector of the Imperial Schools
of Arts and Trades.

Paris, 20th March 1864.

NOTES ON THE POLYTECHNIC AND PHILOTECHNIC ASSOCIATIONS.

Public and Gratuitous Courses.

Origin and object of the Association.

The Polytechnic Association was founded in 1830 by ex-pupils of the Polytechnic School to the number of more than 500, and M. Victor de Tracy was chosen its first president. The object it had in view was to promote the progress of civilization, and its device was that of the old Polytechnic School: *Tout pour la patrie, les sciences et la gloire.*

Committees of public works and of education formed in the Association.

Two Committees were formed by its members, one of which, called the *Committee of Public Works*, greatly contributed to convince the public of the utility of railways, which was much disputed at that period; the other assumed the designation of *Committee of Education*, whose object was the diffusion of scientific knowledge among the working classes. The first-named committee has long ceased to exist, the second has become the present association. The Committee of Education, composed of MM. Victor de Tracy, Auguste Comte, Meissas, Thurninger, Goudinet, Guibert, Courtial, Perdonnet, founded in 1830, the still existing gratuitous courses for working men.

Temporary closing of the courses.

Some of the earliest professors, by mingling politics with their scientific teaching, endangered the existence of the rising institution. The courses were consequently suspended by the association itself, and the committee set to work diligently to reorganize its teaching on a new basis. Their efforts were powerfully aided by M. Guizot, who, from that time, honoured the association with his zealous and enlightened protection.

Expenses attending them.

The courses were given gratuitously, in rooms kept by the city authorities, at the Hôtel-de-Ville, the old Tribunal of Commerce, and elsewhere. Still, there were certain inevitable expenses for lighting, superintendence, models, &c. The cost of lighting was particularly heavy, because courses of this kind could be given only in the evening, when artisans have finished their day's work, or on Sundays.

Grants from the Minister of Public Instruction and the city.

The subscriptions of the members of the association, though only ten francs each, were at first sufficient to cover the outlay. But these payments soon fell off, and then M. Guizot came to our aid with extreme liberality; the municipality also contributed to the fund.

At present each of the two associations receives, to meet the outlay for lighting, warming, supervision, models, prizes, house rent, purchase of books :—

	Frs.
From the city of Paris - - -	5,200
From the Minister of Public Instruction -	1,500
Total - -	6,700

This sum is insufficient; we are obliged to add every year from 2,000 fr. to 4,000 fr., so that our association expends about 10,000 fr. a year for its lessons and lectures in Paris, for those

outside the city cost us nothing, all their expenses being paid by the local authorities or by private individuals. It will also appear very small when we reflect that the total number of the courses of the two associations in Paris is at least 150, and that of the whole total amount about 3,000 fr. go for prizes and advertising.

Courses established in nearly all quarters of Paris.

The Polytechnic Association has established courses in nearly every quarter of Paris, at the Hotel-de-Ville, in the Rue St. Méry, at the Halle-aux-Draps, in the Rue Ste-Croix-de-la Bretonnerie, in the Rue des Vinaigriers, in the Faubourg St-Antoine, in the Rue de Ponthieu, at the Mayory of the Petits Pères, in the Vieille-Estrapade, &c. But as the expenses exceeded the income, and as pupils were few in some places, it concentrated its efforts on two points—the Halle-aux-Draps and the Rue St. Méry. The courses were continued at the former place until the hall was nearly destroyed by fire in 1855.

Places where courses are now given.

At the present moment courses are given under the auspices of the Polytechnic Association, in Paris, at the Central School of Arts and Manufactures, the School of Medicine, the Communal School of the Batignolles; and, outside the walls, at Ivry, Vincennes, and Sceaux. In the provinces, courses for adults are given, under the patronage of the association, at Nemours, Ste-Marie-aux-Mines, Charleville, and Guebwiller.

Original professors.

All the courses of the Polytechnic Association, for the first three or four years of its existence were given by old pupils of the Polytechnic Schools; but the necessity of obtaining the aid of other professors soon became manifest. Nevertheless, the pupils of the Polytechnic had the sole management until the revolution of 1848. At that date, their colleagues, as they performed the same amount of work, also claimed an equal share in the management: the present president of the association supported this demand, but it was rejected by a majority.

Origin of the Philotechnic Association.

The consequence was that most of the professors who had not been educated at the Polytechnic School seceded in the year 1848 and founded a new association under the name of the *Philotechnic Association*, with the aid of the actual president of the Polytechnic Association. For some months M. Perdonnet remained president of the two associations, in the hope that a reconciliation might be brought about; but being disappointed in this respect, he resigned the chair of the Philotechnic, and was succeeded as president by his friend M. Boulay de la Meurthe. Since then the Philotechnic Association, successively presided over by M. Salmon, M. de Turgot, M. de La Riboissière, has been no less successful than its elder sister.

Number of professors and places of instruction.

The two associations together have, in Paris, no less than 150 professors. The Philotechnic Association gives its courses in Paris, at the Turgot School, the Sorbonne, and the School of Pharmacy; outside Paris, at St. Denis, Puteaux, Argenteuil, and Corbeil. Courses have also been established under its auspices at Nice. Its present president is the Count de La Riboissière, ex-pupil of the Polytechnic School; he is also the president of the Polytechnic Association.

One of the greatest difficulties experienced by the two associations in opening their courses of lectures was to find suitable premises; such places are scarce in the city of Paris. For want of better, we have to make shift with the Communal schoolrooms, but the benches and desks of those establishments being made for children are not convenient for adults. Sometimes we have been obliged to rent rooms. Difficulty of finding suitable premises.

We have never wanted professors. Competent candidates for gratuitous chairs are almost as numerous as for well-paid ones. Both the associations have abundant proofs of this important fact. Facility of obtaining good professors.

Since 1830, five or six crosses of the Legion of Honour have been given to professors of the Polytechnic Association at the instance of president. The palm-leaf of officer of academy and of public instruction has been presented in public sittings by the Minister of Public Instruction to several of the teachers. These rewards, given to professors only and bestowed appropriately, are a powerful stimulus.

The courses of the Polytechnic and Philotechnic Associations are of a higher order than the instruction given in the communal schools. The Polytechnic Association teaches neither reading nor writing. At the outset it selected as its models the courses given to the working classes at Metz by MM. Poncelet, Bardin, Bergery, &c. Nature of the instruction.

Taught by experience, however, it excluded from the list of subjects taught everything that could give rise to religious or political discussions, such for instance, as history, political economy, morals, &c. Not that the association considers such subjects of little importance, but because it sees the prudence of leaving them for others to teach. Exclusion of political and religious subjects.

Thus, the instruction given under the auspices of our association consists of courses of arithmetic (1st and 2nd year), geometry (1st and 2nd year), descriptive geometry, physics, chemistry, machines, drawing of the figure and of ornament, geometrical drawing, book-keeping, geography, natural history, elementary astronomy, grammar, hygienics, singing. The Philotechnic Association has also established, in addition, courses of English and German, which are not given by the Polytechnic Association. Nature of and admission to the courses.

It has been truly said that the Polytechnic Association is the working man's Sorbonne, as the Conservatory of Arts and Trades is the manufacturers' Sorbonne. Admission to all courses is not only gratuitous, but the pupils are also received without any conditions as to their previous education.

At the conclusion of each course, or even during its progress, the professors examine the pupils, and award prizes to the more deserving. The working men, however, do not very readily consent to be examined. Prizes.

A public meeting of the two associations united is held every year at the Cirque Napoléon, or the Cirque de l'Impératrice, and the Minister of Public Instruction always presides. The prizes consist of deposits in the savings bank, given by the Emperor, the Empress, the Prince Imperial, the Minister of Public Instruc-

tion, and of medals and books supplied by the association. They are reserved for artisans alone; shop-assistants and clerks, persons employed on railways, &c., are not allowed to compete.

The Philotechnic Association gives, in addition, certificates of study to those pupils who have obtained prizes in several courses. But the Polytechnic Association, considering that it has not the means of sufficiently ascertaining the merits of the pupils, does not think proper to give such certificates, of which the public might possibly overate the value. It occasionally grants exhibitions in the Central School to pupils who evince extraordinary talent; this is the highest reward it can give.

Duration of, and attendance at, the courses.

The courses begin in November and close in May. The number of persons who follow the courses is considerable in the first months, but there is a perceptible falling off in the beginning of January, and the attendance keeps declining as spring advances, till very few pupils are left at the close.

Some courses draw as many as 150 at the beginning, and end with 75 or 80; others never have more than 25 or 30 hearers. An account is regularly kept of the number of pupils attending each sitting, that the association may be able to judge of the success of its teaching.

A few years back, the pupils of the two associations were more numerous than at present. The reason is that, owing to an unfortunate rivalry between the associations or to other causes, too many courses of the same kind have been given in the same neighbourhood; perhaps, also, the opening of new schools by the City, and the migration of the artisan class to the suburbs, have contributed in some degree to this decline.

The audience is of quite a mixed character, there being a great many persons who are not artisans. Some courses, those of book-keeping for instance, are attended chiefly by clerks and shop-assistants. Our courses are also numerously attended by young candidates for situations as overseers and time-keepers in the Government Department of Bridges and Roads.

Children are strictly excluded from all the courses except those for drawing, in which the limit of age has been lowered to 15 years. The presence of young boys would keep away adults, for whom our instruction is specially intended.

Methods of teaching.

As to methods of teaching, the Polytechnic Association is eclectic; it admits all those which have acquired some reputation. Drawing, for instance, is taught by the old method, by the Dupuis or Tabareau method, and by a mixed method. Singing has been taught by M. Chevé as well as by M. Wilhem. Our intention was to try the application of the Tabareau method to different kinds of teaching, but we abandoned this design on the recommendation of M. Girardon, M. Tabareau's nephew, who assured us that the attempt made at Lyons to apply that mode of teaching to adults had succeeded for drawing only.

Defects of the teaching.

The teaching of the Polytechnic Association is far from being so near perfection as we could wish, as regards certain branches, especially descriptive geometry and machines. The difficulty is not to find teachers sufficiently instructed, but that those who

teach with success in lycées and boarding-schools, do not belong to the working class, have little knowledge of its wants, and are besides unable to give the precise kind of instruction required. It is possible, no doubt, to associate practical with theoretical professors, but where are we to find the former? There are indeed, clever workmen, who teach their comrades so much of the art of drawing as is necessary for their respective trades, but these workmen are accustomed to be well paid for their lessons, and would be little disposed to give gratuitous lectures. For teaching mechanism and mechanics we want models; we are at present, however, engaged in organizing with the aid of a manufacturer and of the chief engineer of the locomotive department on the Western Railway, a pupil of the Central School, a course of practical instruction in mechanics, which we hope will prove successful.

Decline of the drawing classes.

The drawing classes of the Polytechnic Association were very flourishing fifteen or twenty years back; they are now in a declining state. This may fairly be attributed to the opening of new schools by the city, to our inconvenient rooms, &c. We are making great efforts to remedy this state of things, and have already realized great improvements at the Central School.

Programmes of the courses.

There are in circulation excellent programmes of lectures given by the Philotechnic Association; those issued by Polytechnic Association have been some time out of print, but new ones are now in course of preparation. The manner of drawing up these programmes appears to us a matter of great importance.

Objections against courses for adults.

Courses for adults have been exposed to the following objections:—1. That the artisan, after a hard day's work, must be, as a general rule, little disposed for intellectual effort. 2. That being sometimes obliged to work over hours in the evening, he cannot be regular in his attendance.

The first objection is unfounded. Intellectual effort after bodily labour is a recreation rather than a fatigue. Energetic workmen, who know the value of instruction, find a pleasure in attending classes, if not every day, at least once or twice a week. There are abundant proofs of this; whoever looks over the list of prizemen will find that the greater part have been given to hard working artisans.

The second objection is, perhaps, more serious. However, we must remark, that in certain establishments over-hours are rare, and that if, in some few the men work late and miss lessons, they can easily learn what has passed in their absence from the notes of their comrades.

System of administration.

The Polytechnic Association is managed by a standing committee, the president of which is appointed for life; all the other members for three years only; but down to the present time all have been constantly re-elected. The direct management really belongs to the president, acting with the cordial co-operation of the professors.

In the Philotechnic Association the president and standing committee are elected for one year only, and the members of the

committee are frequently changed. This instability appears to us a matter of regret.

Results of the instructions.

On the whole the instruction given by the two associations has certainly produced good results. Thirty-three years ago, when the Polytechnic Association began its labours, the general character of the working class was certainly of a lower standard than at present. This improvement may fairly be attributed, if not wholly at least in part, to the action of our courses.

It would be difficult for us to say what becomes of all our pupils. However, we do know for certain that many of them are in good employ as mechanicians on railways, as workmen, foremen, and even as directors of manufacturing establishments. Among these last we may mention the manager of the workshops of the Messageries Impériales at Paris. Many begin their studies in our classes, acquire a taste for intellectual exercises, and complete them elsewhere. Of these we may instance the director of a large manufactory of aluminium in England, several bronze manufacturers at Paris, &c.

As already stated, there are some who, having evinced unusual talent, have, with our aid, entered the Central School. Among this number is a cabinet maker who entered the Central School when 30 years of age, and is now at the head of a large manufactory on the banks of the Rhine, with a salary of 15,000 fr.; another, who had been brought up as a brushmaker, is now an engineer and distinguished professor of mathematics; and a third, who was a land surveyor, is now an engineer.

It is a universal complaint with manufacturers that their workmen are not sufficiently educated. Courses like ours are intended to remedy this defect, just as the teaching of the Central School is meant to train engineers for the conducting of important enterprises.

While the instruction given by the Polytechnic Association has produced good fruit, it has also, we freely confess, done some mischief. For instance, two of its pupils, one a lithographer, the other a stone-cutter, after obtaining prizes of honour, requested us to procure them situations as overlookers on railways. This proves that, in certain cases, instruction given to adults, instead of leading them to improve their condition as workmen, turns their heads and makes them desirous of obtaining situations for which they are no way fitted.

But this is no reason for refusing to disseminate knowledge among adults of the working class. Our highest special schools sometimes produce similar results, but are nevertheless most serviceable. The essential point is to give the instruction the right direction, and make it in every way appropriate to the workman's wants. It is also indispensable to give good advice to those who may wish to abandon their proper career like the two prizemen above mentioned.

Conclusions.

From the results of our experience in the teaching of adults, we conclude as follows:—

1. That at Paris this kind of instruction cannot be of long

duration unless the Government or the city find convenient premises for the purposes.

2. That without public assistance it would make but little progress, if not altogether cease. Very small grants are required, as all the professors give their lessons gratuitously.

3. That the interveution of the Government at the public distribution of the prizes greatly contributes to success.*

4. That it is easy to find a sufficient number of good professors, but sometimes difficult so get rid of incompetent ones.

5. That the present mode of teaching in certain branches, especially descriptive geometry, practical mechanics, &c., is not satisfactory, and that improvement is difficult, at least in Paris; in the provincial manufacturing districts there is less difficulty.

6. That the courses being very numerous, the supervision of the teaching given is no easy matter, but is nevertheless necessary in order to keep the institution within its proper bounds.

7. That the system of no payment on the part of the pupils adopted at the origin of the association is open to serious objections. The pupils would probably be more punctual in their attendance if they had to pay a certain sum monthly, however trifling; but, in that case, they must not be allowed to claim any right to interfere with the management. For instance, the drawing classes of MM. Levasseur, ex-pupils of the association, for which payment is required are more numerously attended than the gratuitous lessons which the same professors give under the auspices of the association. Nevertheless, it appears difficult to abandon the system of gratuitous admission to which the public is accustomed.

8. That it would be desirable to impose on the pupils certain conditions of admission and regular attendance; but, though in the provinces, as at Charleville and Guebwiller, for instance, such conditions are possible, the case is very different in Paris; we have tried them and failed.

9. That it appears unnecessary now to augment the number of courses given in Paris; on the contrary, it would be better to have fewer and to improve the teaching.

10. That the want of instruction is felt quite as much in the provinces as in the capital. Courses, some of which are professed under the auspices of the Polytechnic Association, already exist in several towns. It would be very easy to increase their number; and for this purpose efforts must be made to promote the formation of societies like those at Amiens, Lyons, Bordeaux, &c. In some places there would be no necessity for

---

* In England and Germany powerful associations have been formed for the diffusion of knowledge among the artisan class without the aid of the Government, which is infinitely better; but we confidently assert, in spite of all that has been said to the contrary, that the manners and customs of those two countries are very different from those of France, and that time alone can modify ours. At Lyons, Bordeaux, Mulhouse, Amiens, Charleville, and Nemours associations of the same kind are being formed at the present moment, but in what other towns of France shall we find such resources combined with a spirit so enlightened and progressive.

public aid ; but when the need exists, it will be indispensable for the Government, or rather the local authorities, to lend the society a helping hand.

11. That these courses cannot have any chance of continued success without being, in each locality, under the direction and superior inspection of a morally responsible director. This director ought naturally to be the president of the society ;* and he should not only possess the authority arising from an independent position, previous services, and zeal for the popular cause, but he ought likewise to be supported by having buildings or subventions placed at his disposal by the Government or local authorities. His influence would be further increased if all rewards, such as decorations and academic palm leaves, were awarded only on his recommendation or on that of the standing committee over which he presides. Men well fitted to fill the office of president would be more easily secured in the departments than is generally supposed ; they would be found among engineers of mines, engineers of bridges and roads, pupils of the Central School, manufacturers, merchants, &c.

12. That the Minister of Public Instruction, or his General Secretary, ought occasionally to visit the provincial towns to preside at the distribution of prizes and to give honorary recompenses to the professors, as well as the pupils, in the Emperor's name.

Under such conditions we are convinced that excellent courses for adults might be easily established, without any great expenditure, in the commercial and manufacturing centres of the provinces.

Lectures.

Success of the public and gratuitous lectures.

The public and gratuitous lectures which we established in Paris for the working class some five years since have been very successful ; they have had numerous imitators, and the Minister of Public Instruction has given us an undeniable proof of his sympathy with our efforts by instituting during this last year similar lectures at the Sorbonne.

Number and object of the lectures.

No one professor ever gives more than two lectures, each from an hour to an hour and a half in length. It would not be possible in that time to teach the sciences in detail.

The sole object of these lectures is to show the utility and the beauty of science by setting forth its most remarkable results, and thus attracting people to the courses where more extensive knowledge can be attained. The lectures are thus a kind of prospectus for the practical courses.

The lectures of the Polytechnic Association are generally given every Sunday in the fine season, from April to July, when the courses are closed.

Names of professors.

The professors are not those who give the courses. Most of them are men who have made themselves a name in the scientific

* At Lyons the director is an eminently practical man, M. Girardon.

or literary world. Among them we may mention Messrs. Babinet, Geoffroy Saint-Hilaire, and Paulin Paris, of the Institute; Drs. Trousseau and Bouchardat, of the Academy of Sciences; M. Ferdinand de Lesseps, president of the Suez Canal Company; M. Philarète Chasles, and M. Saint-René Taillandier, professors at the College of France; M. Edouard Thierry, administrator-general of the Théâtre Français; M. Samson, professor at the Conservatory; M. Barral, of the Agricultural Society; M. Jules Duval, of the Geographical Society; MM. F. Passy and Batbie, professors at the School of Law; M. Homberg, engineer-in-chief, director of the bridges and roads; M. Eugène Flachat, engineer-in-chief of the Western Railway; M. Aug. Perdonnet, president of the Polytechnic Association.

Subjects treated.

The subjects treated are very diversified. M. Babinet spoke chiefly on the state of the earth before the geological periods, on volcanoes, earthquakes, and the progress of the physical sciences; M. Geoffroy Saint-Hilaire on acclimatization; M. Paulin Paris on the state of popular education in the middle ages; Dr. Trousseau on empiricism; Dr. Bouchardat on the influence of alcoholic beverages on health, on milk as an article of food, and on sanitary science for the working class; M. Ferdinand de Lesseps on the improvement of the condition of the labouring class in Egypt; M. Philarète Chasles on self-made men and on improving the condition of the working class; M. Saint-René Taillandier on the state of literature in the time of Rotrou (1609 to 1650); M. Ed. Thierry on the influence of the theatre on the people in general; M. Samson on elocution and the beauties of the French classics; M. Barral on the Paris Agricultural Exhibition, the International Exhibition, and on the state of the atmosphere; M. Jules Duval on the advantages and disadvantages of emigration for the people, and on our principal colonies; M. Félix Passy on the influence of machinery on social progress; M. Batbie on credit and provident institutions founded for the benefit of the working class; M. Homberg on new bleaching processes; M. Eugène Flachat on steam navigation; M. Perdonnet on the history of railways and their influence in promoting civilization, on great inventions, and their influence on the condition of the labouring class, on the great works executed for carrying railways over wide rivers and high mountains.

We have always carefully avoided, as will be seen by the above, authorizing professors to treat of subjects which might give rise to political or religious discussions.

Number of hearers.

The audiences at all these lectures have been numerous. It is seldom that the great amphitheatre of the School of Medicine, where they are given, has not been completely filled, although it holds from 1,200 to 1,500 persons. At the first lecture given by M. de Lesseps, the crowd was so great that above 2,000 persons were unable to obtain admission. M. de Lesseps promised a second lecture for the following Sunday, to begin at two o'clock; but as the amphitheatre was quite full an hour before the time fixed, M. de Lesseps began his lecture, and finished it at two. The audience then retired, and ten minutes later he re-delivered

the same lecture to another full house. Had he not been fatigued, he might have found a third audience of persons who had not been able to hear the first two lectures. M. Samson's lecture was also an extraordinary success.

Character of the audience.

The persons present on these occasions belonged to all classes; some have asserted that the working classes formed a small minority. The fact is that we cannot now distinguish workmen by their dress; but we certainly recognized a great many who had attended our courses and obtained prizes there. There were, on several occasions, a good number of ladies, for whom seats were reserved near the platform.

Expenses of the lectures.

The amphitheatre being granted freely for these lectures by the Faculty of Medicine, and the professors receiving no remuneration, the expense attending these lectures, which are always given in the daytime, is very trifling.

Lectures in the departments.

We have already tried similar lectures with success in the provinces. Two years ago, during the Exhibition at Metz, we delivered, in presence of an audience of at least 1,200 persons, the lectures on railways given in Paris the year before, and we have promised to give others this year. Several professors have successfully followed our example. At Lyons and Charleville we have lately commenced lecturing to audiences as numerous and as attentive as those of Metz. We have also been requested to give lectures at St. Etienne, Orleans, and other towns, but our numerous occupations have prevented us doing so.

We are convinced that if the Government were to obtain free passes by rail for the gentlemen who might be disposed to diffuse knowledge in the provinces by this means, that many would offer themselves for the work, and would be well received everywhere. We have no doubt that the railway companies in general would readily grant free passes for professors at the request of the Government. The Government, of course, would confer this favour only on men possessing its confidence, and on condition that they should treat only of subjects which could not excite angry passions.

Libraries for the People.

Popular library founded 25 years since by the Polytechnic Association.

Public libraries are an excellent addition to gratuitous courses of instruction. The Polytechnic Association founded one about 25 years since, at the Halle-aux-Draps. It was placed under the management of an ex-pupil of the Polytechnic School, and of the professors, who guided the pupils in the choice of books. This library, being open only for the pupils of the association, and the books not being allowed to leave the premises, met with but little success. It was burnt in the fire which destroyed the building. About the same epoch, M. François Delessert conceived the design of founding a popular library in each quarter of the capital, but the project was never realized.

Library founded by working men.

Three or four years since a certain number of working men united for the purpose of forming in the third arrondissement a people's library on a new plan, and did us the honour of soliciting our co-operation as president of the society. The statutes of

this society, approved by the Minister of the Interior, authorized the calling of general meetings whenever necessary, and intrusted the management to a committee of 30 members, half of whom only were to be of the working class. The president and the committee were named by the general meeting.

The defects of this organization soon became apparent. The 15 workmen were very punctual in attending the meetings of the committee, the other members were generally absent. The 15 artisans, for the most part well-meaning men, but unused to the conduct of affairs, rendered the discussions long and tedious. At one of the first general meetings at which we presided, the committee proposed to appoint as honorary president the mayor of the arrondissement, who had kindly granted us the use of the mayory. The discussion on this motion was very calm and well-conducted, but the majority, influenced by persons not belonging to the working class, rejected it.

Organization imposed by the authorities.

After this meeting, the Prefect of the Seine withdrew from the *Society of the Friends of Instruction* the use of the hall of the third arrondissement, and the Minister of the Interior revoked the authorization given to the statutes. For three months the operations of the society were totally suspended, but after that interval it was reconstituted on the following bases :—The society is to be managed by a president selected by the Minister of the Interior and a committee proposed by the president and approved by the same minister. The mayor is *ex officio* honorary president, and is to be present at the general meeting, which is held every year under the supervision of the authorities, to hear the report of the society's operations. The catalogue of the books in the library must be sent to the minister whenever he requires, and must be approved by him.

Present condition.

The *Society of the Friends of Instruction* thus organized still exists, and works well ; the number of members exceeds 400. The subscribers pay a very small yearly sum which suffices for working expenses. They are allowed to take books home on certain conditions prescribed by the regulations.

Fears were entertained that the books would not be returned, and, in a town like Paris, it would be difficult to prosecute those who kept them. Experience has proved that these apprehensions were groundless. Women are admitted to subscribe as well as men.

Founding of other similar libraries.

The Polytechnic Association is now engaged in founding two similar libraries, one at Ivry, with the aid of Colonel Collard of the Artillery ; the other at Vincennes, with the co-operation of the mayor and of M. Leroyer, vice-president of the association. In several quarters of Paris libraries of the same kind are already opened or soon will be. In the departments the number of libraries increases every day.

Itinerant libraries.

M. Hachette, the well-known publisher, has had the happy idea of lending to these libraries boxes of books, which, after being read in one town or village are removed to another. These are what have long been known in England as *itinerant libraries.*

Necessity of Government supervision.

The founding of popular libraries may render great services; but to prevent them from being turned to improper purposes careful supervision must be exercised over the choice of the books. Unfortunately there is too great a tendency in France to introduce politics on all occasions, even at the risk of compromising useful institutions. The Polytechnic Association is indebted for its success to the extreme care with which it has abstained from such a course under the different governments that have succeeded each other during the last 34 years.

AUG. PERDONNET,
President of Polytechnic Society.

ACCOUNT OF THE INSTITUTIONS FOR TECHNICAL INSTRUCTION ESTABLISHED BY THE MESSAGERIES IMPERIALES STEAM NAVIGATION COMPANY AT LA CIOTAT.*

The report is made at the request of the Minister.

The eminent chief whom we have lost, and whom in our own interest we still regret, though his eminent talents are now devoted to the service of the State, has expressed a wish to know the opinion of the committee on the all-important question of technical instruction. This personal souvenir, and new proof of esteem on the part of his Excellency the Minister of Public Works, are certainly the highest honour and the noblest reward which our humble committee could receive for the little good it has been able to do under the paternal auspices and direction of the company. Accordingly, notwithstanding the deep conviction of our inferiority and incompetence, we have not shrunk from the duty of responding to the appeal thus made to us.

Division of the subject.

The subject on which our opinion is required may be divided into three distinct heads. The first comprises a full statement of what the Company of the Messageries Impériales has done at La Ciotat in the interest of its dependants, and especially for supplying its workmen with the means of acquiring or extending their technical instruction. The results obtained in improving the moral and intellectual condition of the workmen, as well as the success of the company's works, and general organization of the enterprise, will be the object of the second part. In the third part, we shall give our opinion on the measures to be taken to establish or develop technical instruction, whether in the workshops or elsewhere.

ACCOUNT OF THE INSTITUTIONS FOUNDED OR AIDED BY THE COMPANY FOR THE BENEFIT OF ITS WORKMEN.

Ever since it entered on possession of the workshops at La Ciotat, the company has been earnestly occupied with everything

---

* By the Committee of Management of the Relief Fund of the Messageries Impériales.

that could promote the moral and physical welfare f its workmen. It selected one of the directors, who was at the same time inspector-general and the person best fitted for the duty, we mean M. Béhic, to visit La Ciotat and study on the spot the best means of carrying out its intentions. To this epoch may be traced the origin of the different institutions which have exercised such remarkable influence on the welfare of the workmen and have also done so much honour to the company.

Infant school.

The solicitude of the company extends even to the children of the workmen, however young they may be. An infant school managed by the nuns of the Holy Name of Jesus is maintained at its expense; 75 of the children belonging to the most necessitous families are admitted gratuitously. The others pay one or two francs per month. For five centimes (one halfpenny) per day the nuns give a basin of soup at noon to the children of those parents who wish it. Children are admitted when two years old; boys remain till seven, and girls till eight years of age. They are taught the catechism of the diocese, sacred history, reading, the elements of grammar, of arithmetic, of geometry, and of geography; and the girls also learn to sew.

In winter the infant school is less numerously attended than in summer; the maximum of pupils is 260. This number appears very small considering how numerous the workmen's children are. The lady directress of the school speaks highly of the general conduct of the pupils. With regard to habits of cleanliness, the boys are not all that might be wished, and the girls are rather careless; however there is a great improvement in this respect as compared with a few years past. The children are nearly all able to read when they leave the asylum; but the girls far excel the boys in application and progress.

Primary school for boys.

A benevolent native of La Ciotat, M. Besson, has endowed the town with the institution of the Christian Brothers. For this purpose he bequeathed a house for the school and lodgings for the teachers and also a capital of 36,000 fr. for its maintenance. As the interest of this money is only 1,500 francs, it is barely sufficient to maintain two teachers and leave 300 fr. for incidental expenses. The company determined to assist the school by providing 1,200 fr. a year for the maintenance of the two brothers on condition that they should hold classes three hours daily for the apprentices employed in its workships. In addition to this pecuniary aid, the company also gives assistance in kind, as in repairs and appliances for the school, supplying gas for the evening classes, prizes for distribution among the pupils, &c. The value of the aid thus afforded was at least equal to the grant in cash.* The municipality also gives the brothers 400 fr. yearly for their own school, and has also intrusted the communal school to their care, for which it allows them 600 fr. a year, besides paying the rent and other charges.

---

* There are in all seven brothers, receiving together 3,100 fr., out of which they have to pay the taxes and the repairs of the house bequeathed to them; this last is perfectly distinct from the communal school.

The brothers' establishment and the communal school have altogether 350 pupils. These two schools, to which may be added two private schools one with 20 to 25 pupils, the other with 17, were, only a few months since, the only resources which La Ciotat, the chief town of a district containing at least 10,000 inhabitants, possessed for the education of boys.

There has recently been established a school for primary and secondary instruction under the patronage of the Bishop of Marseilles, and it has already 40 pupils. Some years ago the municipal authorities solicited the authorization to found a communal college, which was duly granted by an Imperial decree, but nothing has yet been done towards realizing the project.

The nuns of the Holy Name of Jesus, who manage the infant school, also keep a primary school for girls. The company does not make them any grant, but is always ready to tend its aid when necessary, for ornamenting the chapel on occasions of great solemnities, and in making the arrangements required at the distribution of prizes. The number of pupils attending this school is 123.

Besides the primary school, the nuns of the Holy Name of Jesus have a boarding school with 34 pupils, and a day school with 39. There are likewise in the town two private schools for girls, one with 25, the other with 83 pupils.

Apprenticeship.

Apprenticeship in the company's workshops is really the practical learning of an industrial profession, as well as an institution for the assistance of the company's artisans. In fact, with some very few exceptions, the apprentices are the workmen's children. From the time of their admission they are exclusively employed in learning the trade they have chosen, and are never sent on errands. The workmen are well disposed towards apprentices, whom they know to be the children of their comrades, and the foremen, for the same reason, take good care of them.

Not only is there no compulsory period of apprenticeship for the purpose of compensating the company for teaching them a trade, but as soon as admitted, even while mere children and for the most part unable to be of any use, they receive 50 centimes per day, which is soon increased, so that at the end of the first year it is generally a franc or 1 fr. 25 c. per day. The average pay of all the apprentices is from 1 fr. 30 c. to 1 fr. 35 c., so that workmen who have sons soon find them a help rather than a burden. There is, for instance, one workman who has five children, three of them are in the workshops, and their daily pay added to the father's makes a total of 12 fr. 25 c., or above 300 frs. a month without counting their father's overtime. This is more than a mere competence.

School for apprentices.

As already stated, 13 is the age at which boys are admitted into the workshops. It is very unusual for one to be admitted at 12, and no exception has ever been made for boys under that age. In conformity with the provisions of the law of 22nd March 1841, relative to the employment of children in manufactories, all the apprentices under 16 years of age go to school, one having been established on the premises expressly for them under the

management of the Christian Brothers. The apprentices are divided, according to their proficiency, into two classes, each of which is taught for an hour at a time, which, according to the law above mentioned, is deducted from the 10 hours of the working day.* The subjects taught are adapted for pupils who have received a minimum of elementary primary instruction. At the end of the year the company gives medals to those pupils who have most distinguished themselves.

School for female apprentices.

The school for female apprentices under 16 years of age is kept, as well as the infant school and the girls' primary school, by the nuns of the Holy Name of Jesus. As in the case of the boy apprentices, the classes are kept in the working hours. The number of girls who attend them varies from 10 to 15; they receive an elementary primary education.

Evening classes for primary instruction.

Evening classes for primary instruction were opened on the 1st October 1863. Various circumstances beyond the control of the company had delayed the opening of these classes; 180 workmen and apprentices had entered their names as pupils, but the room was too small to admit more than 72; and of these 10 have already withdrawn, owing to the inconveniences attending the organization of the classes and the difficulty of remedying them.

There is a great difference in the proficiency of those who attend or wish to attend these classes; some can only read and write very imperfectly; others have scarcely any knowledge of grammar, and perform the first operations mechanically. The forwardmost know a little of the elements of grammar and of arithmetic. It would therefore be indispensable to divide those who attend the classes into four sections at least. An unfortunate circumstance prevented the possibility of dividing them into more than two. A destructive fire burnt down the joiners' workshop and seriously damaged another building in which the drawing class was held. This class, being necessary for the candidates for employment as pupil-engineers on board the company's steamers, was removed to the rooms where the adult classes were held, and alternate with those classes; therefore, as the course of drawing was held every night from 8 to 10 o'clock, the classes of adults could meet only three times a week. The first section consisted of 12 to 15 pupils only, and their progress was very satisfactory. The case was different with the second section; the master was obliged to teach slowly that all the pupils might be able to profit by his lessons; but the consequence was that he advanced too slowly for the more proficient and yet too fast for the others, which was unfavourable to the progress of all, and a certain number withdrew in consequence. But this is only one of the difficulties attending all beginnings, and will certainly be surmounted ere long.

* The working day of 10 hours is divided into two parts of five hours each by one hour's rest in winter and two hours' in summer. The classes for apprentices are held morning and afternoon during the first of the five working hours. On arriving the pupils go at once to the schoolroom, and thence to their respective workshops.

The drawing course is given in the evening, as already stated, three times a week, from 8 to 10 o'clock ; it comprises linear drawing of machines and naval constructions, and also drawing of ornaments. This course has been in existence ever since the company took the workshops. The hall used for the purpose will accommodate 102 pupils ; this number is always complete, and if all the candidates anxious for admission could be accommodated there would be more than twice as many.

We know not which to admire most—the eagerness of married men and youth to attend this course, their application, or the order and silence which prevail in the hall. The results of the course have always been most gratifying. The reason is that the utility of drawing is fully appreciated as well by the apprentices and the workmen who wish to attain great skill in their craft as by the workmen who aspire to the career of engineer on board of the company's steamers. In fact nearly all the persons employed in this capacity are pupils who have followed this course of drawing and have been appointed after examinations to which none but workmen and apprentices in the company's workshops and pupils of the Schools of Arts and Trades are admitted.*

Course of the English language.

The organization of the Indo-Chinese line of steamers called attention to the utility of learning the English language. Accordingly a course of three lessons per week was established, but very few of the apprentices or workmen have yet thought proper to attend it ; nearly the whole of the expense has therefore been defrayed by the company.

Library.

A literary and scientific library has been formed for the use of all persons employed in the workshops. It is open from 8 till 10 every evening, and on Sundays from 10 a.m. till 4 p.m. It is assiduously frequented by some of the workmen and apprentices, but their number rarely exceeds 25 or 30.

Bands of music.

Two bands of instrumental music are patronized and aided by the company. One of them, recently formed, is composed exclusively of 66 artisans and apprentices from the workshops. The other band, which is much the best, is composed of 36 musicians, one-seventh of whom do not belong to the workshops. These bands meet for practice in the evening, one of them on the company's premises, the other in a room belonging to the Christian Brothers' school. The emulation, nay almost rivalry, existing between these bands is very favourable to their progress.

Youths' amusement society.

At the instance of the Bishop of Marseilles a youths' society which has long existed at Marseilles has founded a branch establishment at La Ciotat. Its object is to provide for young people all the pastimes and diversions of their age ; none but boys of good character are admitted. The company was well pleased to encourage this enterprise, which seems likely to be attended with very satisfactory results.

Workmen's houses.

With a view to providing its workmen with salubrious and convenient lodgings, and to prevent them from being oppressed

* At the end of every year the company distributes silver and bronze medals to the pupils who have most distinguished themselves.

by excessive house rents, the company has built model lodging houses (*cité ouvrière*), which consists for the present of 24 detached houses in four rows; they have a ground floor and one upper story, with four sets of lodgings on each. Those on the ground floor have each a separate entrance and a small garden.

Some of the house are larger than others. In the larger, each lodging comprises a kitchen, which also serves as a living room, a chamber with two windows, a recess for the bed and closet, and lastly a small bed room with one window. In the smaller houses the lodgings are the same, except that they have not the one-windowed chamber. Every lodging has a wood house outside and a privy. In the middle of the city there is a cistern supplied with water by a pump worked by one of the engines in the shops. The streets of this *city* are wide and airy ; the middle one and the avenue are planted with trees.

These lodgings are eagerly sought after by the company's artisans, and are never unoccupied. The rent is 100 fr. a year for the larger lodgings, and for the smaller 72 fr. to 65 fr., according to their position. The rent is either paid in advance or else deducted from the tenant's weekly wages.

Supply of meat.

Until 1855 the company paid an annual sum to a butcher in order to procure its workmen a good supply of meat at a cheap rate. At length competition in the trade rendered this arrangement unnecessary, and the grant was suppressed ; but the butchers having soon after come to an understanding among themselves, prices again rose, and the meat offered was of inferior quality. A society was then organized to establish a butchery where good if not cheap meat might be bought. The company encouraged this effort by taking 20 shares. However, the price of meat (1 fr. 60 c. for beef and 1 fr. 75 c. for mutton per kilogramme) is still very high for working men. A scientific journal, *les Mondes*, having stated that good meat, not over-salted, might be obtained from La Plata at 50 c. or 60 c. per kilogramme, the company has instructed its general agent at Bordeaux to make inquiries on the subject, and, if desirable, to purchase a few hundredweights of such meat for the purpose of ascertaining its cost price, and whether it would suit the taste of the workmen.

Benefit Society.

All the persons employed in the company's workshops at La Ciotat form a mutual benefit society for the purpse of obtaining medical advice and medicines for each member and all his family, and also for each member when sick a daily sum ranging from 1 fr. 75 c. to 2 fr. 75 c. for those who earn above 2 fr. 25 c. per day. Those earning less receive an amount equal to two-thirds of their pay. No member can receive assistance longer than eight months, except in very rare cases. The three doctors settled in the town when the society was formed were all engaged, so that each member might choose the one he prefers. The lying-in expenses of members' wives are also paid out of the funds.

The society is managed, under the supervision of the company, by a committee, of which the directors and engineers are members

ex officio, in conjunction with three overseers and four workmen. The resources of the society consist of:—1. The payments made by each member, varying from 25 c. to 50 c. per week, according to the pay of the apprentice or workman. All who receive a monthly salary pay 1½ per cent. on it. 2. A direct grant from the company, the maximum of which, according to the rules, is fixed at 5,000 fr.; but this sum has been exceeded in years when the funds has shown a deficit. 3. Indirect aid from the company. For instance, the fund is relieved by the company's paying the whole salary for the first month of illness, and half of it for the second, to every engineer, foreman, or clerk who receives a monthly salary. Again, on the launching of every new ship, each workman or apprentice receives an extra day's pay on condition that he pays one half of it into the benefit fund. The payments of this kind have amounted to above 11,000 fr. in a year.

The money paid to sick workmen, with the cost of medical attendance and medicines for themselves and families, has always exceeded their contributions. This excess, as well as the doctors' salaries and the cost of management, is covered by the direct and indirect grants of the company and by the contributions of those members of the staff who receive monthly salaries.

Hospital.

Notwithstanding the advantages that would result for the patients themselves to be treated in the hospital, the mutual benefit society has been anxious to respect the instinctive repugnance which the working class entertain for that establishment. Nor has it ever deviated from this reserve except in cases when the sick member would be absolutely unable to receive proper attendance at home. Under such circumstances it has compelled the sick member to enter the hospital under pain of losing his claim on the sick fund. They soon find reason to be satisfied with the obligation thus imposed on them, thanks to the devoted, intelligent, and skilful treatment they receive at the hospital. The workmen treated at the hospital are not a burden to that establishment; the workshops relief fund pays the charge fixed by the managers of the hospital, which is at present 1 fr. 10 c. per day for working men.

Results obtained.

This part of our study naturally subdivides itself into three sections. We have to ascertain the results of the institutions founded or partially supported by the company, not only on the intellectual and moral welfare of the workmen and apprentices, but also on the works and general organization of the company.

Results on the intellectual improvement.

The institutions founded or assisted by the company for improving the education of its workmen, their families, and its apprentices, are far from producing all the good effects that might reasonably be expected, and the results do not altogether correspond to the efforts made. Notwithstanding the first germ of education received in the infant school, it is a melancholy fact that our apprentices, who are rarely admitted till 13 years

of age, do not possess the indispensable minimum of elementary primary instruction. None of them know our legal system of weights and measures, not even numeration; the four simple operations of arithmetic are performed mechanically; orthography and grammar are almost totally unknown. This deplorable state of affairs has two principal causes: the utter inadequacy of the means of teaching at La Ciotat, and the indifference of parents, as well as the absence of supervision on their part.

We have already said that the population of La Ciotat must now exceed 10,000 souls. A census carefully taken in the workshops in the beginning of 1863 gave the following results:—There were 956 wives, 687 boys, 780 girls, and 213 relatives; making in all 2,636 persons dependant on 2,314 workmen and apprentices, or altogether a population of 4,950. On the 1st of March last the total number of hands employed was 2,782; taking for basis the results of the census of 1863, the whole population dependent on the workshops will be 5,950.

To this number must be added the engineers, heads of offices, and workshops, clerks, and foremen, with their families; it is therefore certain that the total population of the town exceeds 10,000. Assuming this number to be correct, and calculating on the basis of the census above-mentioned, the number of children of all ages will be:—

	Boys.	Girls.	Total.
Under 2 years	335	539	874
From 2 to 6 years	1,005	1,059	2,064
From 7 to 12 years	830	886	1,716
From 13 to 16 years	399	481	880
Above 17 years	399	405	804
Total	2,968	3,370	6,338

The number of boys between 7 and 16 years of age is then		1,229
Deducting apprentices between 13 and 16 years	130	178
And boys gone to sea	48	
We find the number who ought to attend the schools		1,051

The following are the numbers we have already given as attending the primary schools for boys:—

Christian Brothers' school	100
Communal school	250
Two private schools	42
School patronized by the Bishop of Marseilles	40
Total	432

Deducting this number from the above total of boys between 7 and 16 years of age, we find there are 619 who do not go to school.

If we take into account only the boys from 7 to 12 years of age, we shall see that not more than half attend school; but even this half is very irregular. The most trifling pretext serves to keep them away. The Brother director assured us that sometimes not more than five boys are present in a class of 100.

This irregularity is, of course, enough to prevent any progress being made. The teacher naturally wishes all his pupils to keep pace with each other. He therefore constantly repeats his lessons for the laggards, who do not profit thereby, and by so doing he discourages those who have previously heard the same lessons and know them well. The three years' schooling which our apprentices receive serves at the most to keep them from forgetting the little they knew on entering. Going to school has hitherto been regarded by the boys only as a disagreeable task, to be avoided whenever practicable. On the other hand, the parents in general set no value on education. They never think of compelling their children to attend the schools or of encouraging them to study; the consequence is that the streets are always swarming with children, who there acquire many bad habits, even that of gambling. Here, too, we find the cause of the deplorable ignorance exhibited by our apprentices.

As a general rule, the girls evince more intelligence than the boys. This difference is especially perceptible in the infant school. The girls there are far more proficient than the boys of the same age, but after leaving that school their education is just as much neglected by the parents as that of the boys.

The elementary evening classes in the workshops are of too recent date and the circumstances attending their opening have been too unfavourable to allow of appreciating their results. All that we can say as yet is that they are necessary, that they may become useful, and that the eagerness we have observed to attend these classes and those for drawing proves that the value of instruction is beginning to be appreciated, at least by those who aspire to be mechanicians or to become skilful in their profession.

The drawing-classes have been very successful. They have already turned out a good number of clever copying draughtsmen, well able to make plain or tinted drawings. We have likewise trained a still larger number who, without having any great facility with the pencil, can thoroughly understand a design and are able to make sketches of parts of machines to serve as working drawings.

Results on the moral improvement.

We have reason to believe, and are happy to proclaim the fact, that the moral character of the working population of La Ciotat will bear comparison with that of any manufacturing centre. The commissioner of police, the justice of the peace, the gendarmerie, and the public prosecutor all confess their astonishment at having so few offenders to prosecute. The honour of this state of things is chiefly to be attributed to the generous and elevated sentiments of the company's board of directors, as mani-

fested in the institutions we have enumerated. The workmen are well acquainted with these sentiments. They know that the directors, the heads of workshops, in short all those who take part in the action of the company, in their respective capacities, are actuated by the same feelings. They are convinced of the interest taken in their well-doing and of the solicitude to promote it. They show their gratitude by their conduct. The mass of the working population is excellent: it absorbs the migratory artisan, if he be honest and skilful; if otherwise, he soon finds the place will not suit him, and resumes his wanderings.

Three indisputable facts clearly show the moral condition of the workmen of the Messageries Impériales and its influence. In 1858 there was not a single steamer either building or under repair at Ciotat; consequently work was scarce. The effective staff of the workshops, though gradually reduced to 900 men and boys, was still too numerous. To avoid discharging more hands, and thus increasing the distress, it was proposed that all should suffer alike by reducing the working hours one-third; and this was done without exciting a murmur. In 1862 the working mechanicians of Marseilles struck for an increase of pay. They sent emissaries to La Ciotat to persuade the workmen of the Messageries Impériales to follow their example, but the latter refused to listen to these suggestions, confiding in the honour and justice of their employers to increase wages when such a course should be practicable. These two facts clearly prove the truth of our assertion respecting the moral character of the men employed in the workshops at La Ciotat. The following shows the effect of the spirit prevailing there.

We have already stated that the apprentices in the school are divided into two classes. Those of the second class, who are the youngest, are far from behaving as they ought in school hours. They frequently incur punishment, and some have been turned out of the school, and afterwards discharged from the workshops. Nothing of the kind ever happens in the first class; the pupils all behave well, and not one of them has incurred any punishment for a long time past. This difference is not due to the age of the pupils alone, but to the fact that the apprentices in the second class have but lately entered the workshops, while those in the first have been there for a considerable time, and have naturally felt the influence of the atmosphere in which they are placed; they feel the importance of keeping their places, and well know that to be impossible unless they behave well. Hence their constant efforts to correct their failings, and the improvement consequent thereon.

Results on the works and general organization of the company.

But the institutions founded or encouraged by the company have not proved beneficial to the workmen alone. The regularity and assiduity of the workmen, their attachment to their shops, and the order which prevails therein, are most favourable to economy and the good quality of the products. The remarkable constructions executed at La Ciotat both do honour to the eminent director of the works, and also attest the merit of his assistants and of those placed under his orders. Certainly no

small credit is also due to those who ply the hammer and the file. Though the schools of primary instruction have not produced the results that might be expected, they have at least helped to cultivate the intelligence of the artisan, and thus increase his skill. In this respect the influence of the drawing class has been very perceptible. We have said that a considerable number of the workmen who attend this class have become well able to understand a design, and even to make sketches to scale that may be used as working drawings. The consequence of this skill among our industrious and intelligent workmen is imperfect work in the execution of the detached portions of machines made at La Ciotat is extremely rare. The difficulties of this execution, inherent to the nature of the work itself, are still farther increased by the peculiar requirements of the company's service. A great part of the work now executed at La Ciotat consists of detached portions of machines intended to repair steamers stationed in the Black Sea or on the Brazilian and Indo-Chinese lines.

Another essential result, already mentioned, is the training in these workshops of nearly all the engineers employed on board the company's steamers. On leaving for their new functions these young engineers possess the manual skill, the mechanical knowledge, and the excellent spirit acquired there.

Besides this, all the company's overseers and foremen are trained in its own workshops.

On the whole, we are convinced that the institutions we have described have been beneficial to the workmen. The question whether the company has or has not been benefited by them can best be answered by the directors.

On the Means of establishing and extending Technical Education in Workshops or elsewhere.

Apprenticeship.

In commencing this part of our task, the first thing we have to decide is the precise sense to be given to the expression "technical education." We think that it cannot be taken to mean the practice of a manual trade. That is properly the object of apprenticeship, and cannot be taught in a school, for there must be as many divisions, with all the requisite appliances, as there are different crafts.* There is no occasion for any change in this respect in the workshops at La Ciotat. The apprenticeship is there conducted under the most favourable conditions, and with all possible completeness.

Programme of technical education.

We have come to the conclusion that by technical education should be meant the teaching of things necessary for every person who intends to follow an industrial or agricultural occupation. It is evident that the knowledge required must vary for each individual according to the particular branch he may take in each business. For the workman less is necessary than for the foreman, and for the foreman less than for a manager or engineer.

* In the Schools of Arts and Trades, where manual work is taught, the pupils learn only mechanical professions (forging, foundry, fitting, and joinery).

The instruction to be given to the workman ought, in our opinion, to be such as will raise his intellectual and moral level, facilitate the practice of his trade, make him more skilful in his craft, increase his powers of production, and consequently his own means and the common weal, by gradually suppressing the ignorance and vice which are the cause of so much misery and the ruin of families. In addition to the subjects taught in elementary primary schools, we think technical education ought to comprise:—Man's duty to God, his fellow creatures, and to himself; the study and recitation of select passages in prose and verse; calligraphy; the rules of French grammar and parsing; complete practical arithmetic; the elements of geometry; the elements of applied physics; industrial chemistry; industrial mechanics; linear drawing, applied to ornaments, machines, and naval constructions; the rudiments of sanitary science; the elements of history, especially of the history of France; the English language; the elements of geography, particularly as regards France; and gymnastics.

For the pupils who aspire to become foremen, heads of workshops, managers of factories, and engineers, the technical instruction, which we will call preparatory, must have the same basis as that for the workman, but be far more extended, so as to enable the pupils to enter a School of Arts and Trades or the Central School of Arts and Manufactures, which, for the working classes, may be regarded as schools of application, just as the School of Bridges and Roads, the School of Naval Engineers, &c. are for the upper classes.

Central School of Arts and Manufactures and Schools of Arts and Trades.

We think that with some improvements which experience may show to be necessary the Schools of Arts and Trades and the Central School of Arts and Manufactures are well organized, and fairly answer the purpose for which they were founded. For many years yet the instruction given in the former will be far above the average level of education of the working classes. Some few indeed of their best pupils rapidly rise from the humble positions in which they began their career to become engineers and managers of factories, and often attain great eminence. The greater number become skilful foremen, combining a competent knowledge of theory with practice. There are few manufactories of any importance in which pupils of these schools are not found. The same may be said of the railway services, the bridges and roads, and the steam navy. The company has at least 100 of them among the engineers on board its steamers, its foremen of workshops, and mechanicians.

The number of these schools appears to us sufficient, and instead of founding more we think the better plan would be to increase the number of pupils in those already existing.

Improvement to be effected in primary instruction.

The organization of elementary instruction has been settled by a law, the provisions of which are excellent. The only improvement required in the present state of things is that the law should be duly enforced, which is not yet the case in all places. At all events, ample provision has been made for the two extremes, the beginning and the finishing.

The intermediate instruction remains to be considered. In our opinion the first part of technical education, that which is more especially intended for workmen, should be given in every parish by the primary schoolmaster, and it would suffice, as a starting point, if the second part were given in the principal town of each canton. Both parts of this education must be placed under the supervision of the Government. Experience has fully demonstrated the necessity of this arrangement. Individual efforts have never produced any very satisfactory results in France.

The first part ought to be made compulsory in every town, the same as elementary instruction, and it must be effected in the same manner and by the same means. As for the second part, it might be left to private establishments, or to schools founded by the communes with a subvention from the State or from the Department, according to circumstances or localities, but always under the supervision of the Government.

Having thus come to the conclusion of the report demanded of us, we freely acknowledge, still more than at the outset, our incompetence to treat of the grave questions it involves. But we feel confident that his Excellency the Minister of Agriculture, Commerce, and Public Works will receive our work with his usual kind indulgence, and see a proof of our profound gratitude in what is only the accomplishment of a duty. We should be most happy if it could receive the adhesion of the directors of the company.

La Ciotat, 10th April 1864.

Signed by the members of the Managing Committee of the Relief Fund.

SHORT ACCOUNT OF THE SCHOOL FOR TECHNICAL EDUCATION AT THE GRAFFENSTADEN FACTORY.

Method of apprenticeship.

This factory procures most of its apprentices from among the sons of the peasantry in the commune of Illkirch-Graffenstaden (Bas-Rhin) and its environs, as well as those of its own workmen. To be admitted as apprentice the candidate must be 14 years of age, must be able to show by a certificate from the minister of his communion that he has been confirmed, and must also produce a certificate of good conduct signed by the local authorities of the town where he resides.

The term of apprenticeship ranges from four to six years, during which the apprentices are bound to attend the school for technical education annexed to the factory. After the first year those who distinguish themselves by their zeal and progress may receive, as an encouragement, daily wages, gradually increasing from 50 c. or 75 c. in the second, to 1 fr. 25 c. in the fourth year; in the two following years the wages are regulated by the capa-

bilities of the apprentice. Experience having shown that the school to be successful must not be altogether gratuitous, each pupil has to pay one-tenth of his earnings into the school fund.

Organization of the school.

The pupils of the school are divided into five classes, graduated according to proficiency, and all are taught by one master with the aid of the director and officials of the factory.

The following are the subjects taught:—Calligraphy. French and German grammar. Dictations and compositions in French and German. Free-hand drawing. Geometrical drawing. Drawing of machines. Arithmetic (logarithms, annuities, &c. included). Elementary geometry (including solids). Algebra (up to quadratic equations). Physics (theory of heat and acoustics included). Mechanics (simple machines).

The classes are held every morning from 6 to 8 o'clock (including Sundays, when all the five classes are united to learn drawing), and every evening from 5 till 7, except Wednesdays and Sundays; so that all the three lower classes have six hours' teaching, and the two upper ones eight hours' per week.

Evening school.

In order to give the pupils during the winter season every opportunity for self improvement, all who apply for permission are allowed, after their day's work, to repair to the schoolroom, which is lighted and warmed for their use, and a select library of instructive and interesting books is placed at their disposal.

Discipline.

The schoolmaster presents to the director of the factory a daily report respecting absent pupils, or other facts with which he ought to be made acquainted. The punishment to which the pupils are liable, according to the character of their faults, are a reprimand from the director, a pecuniary fine, or expulsion from the factory.

Examinations and reports.

Every month in the afternoon of the Monday following pay-day, in order to classify the pupils according to merit, there is an examination, partly oral, partly written (dictation, problems in arithmetic, and geometry), which is conducted alternately in the French and German languages. The results of this competition are communicated to the director and recorded in a register, which also contains an account of the marks obtained by each pupil. At the end of every quarter an abstract of this book is addressed to the parents of each pupil, thus enabling them to judge of the conduct, industry, talent, and progress of their children.

The monthly examinations are supplemented by a yearly one, which takes place in the presence of a commission composed of the higher officials of the factory. This examination is followed by a distribution of prizes (consisting of useful books), and no pains are spared to give all possible solemnity to the occasion.

Number of pupils.

About 300 young men have passed through the different classes of the school since its opening; the present number is 70.

Expenses.

The total outlay (master's salary, heating, warming, &c.) is 3,5000 fr. a year.

Results.

Taking into consideration the very little instruction the boys receive before entering the school, there is every reason to be satisfied with the results already produced and with its probable effect on the factory.

Those of the pupils who, being more especially favoured by nature (the smaller number, of course), are able to maintain themselves in the higher positions obtained at the early examinations are also those for whom the best places are usually reserved in the workshops and offices. With them the store of knowledge acquired in going through the five classes is sufficient, aided by study and constant intercourse with their superiors and with pupils, both French and foreign, who, having been educated in special schools, have come to Graffenstaden for practice, to extend the limits of their knowledge without the aid of other masters. Their efforts for self improvement are greatly assisted by the library of the factory which contains an excellent selection of the best scientific and technological works which have appeared in the French, German, and English languages.

The majority of the pupils, consisting of young men with less capacity, find in the school the elementary knowledge which, joined with experience acquired in the workshops or in the offices, prepares them to become competent foremen or skilful workmen.

Those for whom these studies have borne less fruit, have at least the advantage of acquiring from the master's lessons and from intercourse with their fellow pupils those principles of order and morality which do honour to the working man.

LOUIS MESMEREN.

Graffenstaden,
27th February 1864.

ACCOUNT OF THE TECHNICAL COURSES FOUNDED IN THE IMPERIAL MANUFACTORY OF ARMS AT TULLE.

Courses professed.

By a despatch, dated 3rd March 1857, the Minister of War instructed the colonel inspector of the Imperial manufactories of arms to take measures for establishing at Tulle the same classes which already existed in the other manufactories. Consequently the colonel inspector on the 5th of May 1857 instructed the director of the Tulle manufactory to organize such classes.

The first session, entitled *Classes of arithmetic, elementary geometry, and linear drawing*, took place on the 20th of May 1857. Another class was subsequently founded by the director's order under date of 12th June 1860, and opened on the 14th of

the same month ; this was entitled *Elementary class on the manufacture of arms.*

Attendance on these classes is compulsory on all the workmen proposed for promotion either in the manufactories of arms or as head armourers in the different army corps. They are optional for all the other workmen, but none are placed on the lists for promotion who have not attended them to good purpose. Pupils.

The special object in view in founding the classses was— 1. To give the heads of workshops and factories the instruction necessary to enable them without the aid of others to keep the daily accounts relative to the workmen under their orders. 2. To give the men destined to become controllers of arms or chief armourers to corps of troops a sufficient knowledge of elementary geometry and linear drawing to enable them, if called upon, to take the direction of workshops for the manufacture or repair of arms, or to superintend the working of machines in factories, and to keep the same in repair. Special object.

The classes are held three times a week at the head-quarters of the manufactory, and are taught by three officials of the artillery, one for arithmetic and elementary geometry, another for drawing, and a third for the manufacture of arms. Details.

The number of pupils is at the present moment 40, and has been nearly the same ever since 1857 ; this number may therefore be considered as the average. The pupils are classed in two divisions ; the first comprises those who have already attended the course, and have made most progress ; the second, those less advanced, and new comers.

The classes for arithmetic and geometry are held after working hours, from 7 to nine in the evening ; the drawing class every Sunday morning, from 8 to ten in winter, and from seven to ten in summer ; for this class the two divisions are united. The most proficient draw all the parts composing small arms or designs of machines, and the others copy the various problems of geometry necessary for drawing the different parts of small arms, which have been previously demonstrated on the black board by the professor. All the courses are attended exclusively by workmen employed by the government.

The text-books used are *Course of Arithmetic and Geometry for the use of Non-commissioned Officers of Artillery*, approved by the Minister of War, Cirodde's *Lessons of Arithmetic*, and Bergery's *Course of Geometry applied to Industry*, for the use of artists and workmen. The drawing-boards, cases of instruments, rulers, squares, paper, &c. are found by the pupils themselves; the Minister of War allows a yearly sum of 90 fr. for firing, lights, and cleaning the room.

Programme of the courses.	Theory.	Application.
	Arithmetic.	
	Numeration of whole numbers and decimals	In all the daily business of the workshops, accounts, calculations, &c.
	Addition of whole numbers and decimals	
	Subtraction	
	Multiplication	
	Division	
	Fractions: Reduction to a common denominator	
	Fractions: Addition and subtraction	
	Fractions: Vulgar, transformed in todecimal fractions, and conversely	
	Metrical system	
	Problems on fractions	
	Involution and evolution	
	Proportions: Their properties and uses	
	Proportions: Rules of three, direct and inverse	
	Proportions: Fellowship	
	Proportions: Alligation	
	Elementary Geometry.	
	Definitions	Indispensable for drawing geometrically the different parts of arms, making designs of machines, repairing and modifying them as required, and for measuring superficies.
	Straight line, curved line, angles and their measure, perpendicular and oblique lines	
	Parallel lines and their combinations with perpendicular and oblique lines	
	The circle and its properties	
	Plane rectilinear figures, their various forms, their properties, their relations to the circle	
	Equality, similitude, proportionality of these figures	
	Superficies of plane figures terminated by straight or circular lines	
	Linear Drawing.	
	Preliminary studies on the practice of drawing	Drawing of machines on the spot. Description. Drawing from the tables of construction of the various parts of fire-arms. Drawing to measure.
	Instruments and their use	
	Solutions and fair copies of the different problems proposed and solved in the geometrical course	
	Drawing of the different parts of the infantry musket, after the tables of construction	
	Sketches of machines with dimensions marked, from the very simplest, and making fair copies of the same	
	Course on Small Arms.	
	Study of the infantry musket	Taking to pieces and putting together of fire-arms. Examination of foreign arms and comparison with those of the French army.
	Object of the principal parts composing it	
	Forms, dimensions, weight, substances employed	
	Conditions which these different parts must satisfy, and the reasons for them	
	Historical sketch of smooth bore fire-arms	
	Essential modifications till the adoption of the model of 1822	
	Successive changes till the adoption of the model of 1853.—Special study of this model	
	Elementary remarks on rifling—its object	
	Adoption of the model of 1857	
	General transformation of muskets into rifles	
	Application of this transformation to all military fire-arms, except the pistols of the gendarmes	

The lessons are given under the direction of the sub-director; the director himself attends in person when his other duties permit, in order to stimulate the zeal of both teacher and pupils. By appointing all the former yearly, the teachership is made a means of instruction for the more capable officials; by changing them alternately from one course to another they are obliged to study all the subjects thoroughly, and everyone profits by this arrangement. Accordingly, the results obtained have been excellent, and there is never any scarcity of competent candidates for the offices of overlookers, head-armourers, foremen, or managers.

MAJOR E. FERNAND,
Director.

Tulle, 29th February 1864.

REPORT OF 1848 ON INDUSTRIAL EDUCATION.*

In the present state of affairs the Government takes no direct part in industrial education, except by means of the two kinds of establishments which belong to it, the Conservatory and the Schools of Arts and Trades; but it intervenes indirectly by the aid which it affords to certain schools founded by private enterprise, such as the Central School of Arts and Manufactures, the Ménars School, and some others of minor importance. No general idea has guided the formation of these establishments, which have been founded at different times and for distinct reasons; they have been developed in their particular spheres, retaining all the independence of their origin and destination.

There have been many complaints of this absolute want of coherence in a branch of instruction which, more than any other, requires to be graduated and modified according to the requirements of society. It does not suffice to give instruction to youth and to mere idlers; it is, above all, indispensable that it should be properly graduated, and applied to the progressive development of the intelligence and practical dexterity of the pupils, without ever exciting in them the pride of smatterers in science, and those exaggerated pretensions which seduce young men from a life of active and laborious industry into speculative and ambitious courses which can have no satisfactory result. Industrial education,—that is, special instruction to prepare youth for various industrial professions,—instead of being incomplete, and, as it were, abandoned to all the chances of individual enterprises or local associations, ought to be organized with a view to extending its benefits to the whole of France. This organization, systematic and regular, strong and liberal, embracing every degree, from

---

* This report was drawn up in 1848, and presented to the then Minister of Agriculture and Commerce by a special Commission consisting of the Professors of the Conservatory of Arts and Trades.

the humblest apprentice to the highest class of engineers, can only be effected by the efforts of the Government.

Now, it so happens, that in this point of view, the State has not at present full liberty of action. At Lyons, Nantes, Marseilles, and many other manufacturing towns, there have been founded, either by munificent donations, or by private subscriptions, establishments independent of the Government, and intended to satisfy the wants of local industries more or less completely. At Paris, the Central School of Arts and Manufactures, which has for more than twenty years past undertaken the education of civil engineers for all France, and has rendered great services to the country, constitutes an establishment of the highest order, whose independence has been sanctioned by the State, and whose rights ought to be respected. Thus, in the intermediate as well as in the higher degrees of industrial education, the State finds the ground occupied and public requirements satisfied, not perhaps so completely and so regularly as they would be under its own authority, but still in such a way that it cannot think of founding rival establishments to compete with those already existing.

These circumstances have appeared to us of a character to limit the examination with which we are charged. We therefore thought proper to communicate with the Central School. The director and all the professors agreed to meet us, and we then plainly propounded the question whether the Central School wished to remain a private establishment as hitherto, or whether it would consent to become a Government establishment, under certain conditions. The Central School unanimously replied that, under present circumstances, it would prefer to retain its private character. This resolution of the Central School made us abandon the idea we had at first entertained of presenting to you a complete system of industrial education.

Being thus compelled to limit our inquiry so as not to encroach on any of the rights which the Government doubtless wishes to respect, we have directed our attention exclusively to industrial education of the first degree ; for that of the second degree is too closely connected with the highest degree for the two organizations to remain distinct. However, after expressing our opinions on schools of the first degree, we will say a few words on the Schools of Arts and Trades, which, at least with regard to the age of the pupils, ought to be one of the branches of the second degree.

Trade Schools.

On leaving the primary school, the boy who wishes to learn a trade becomes an apprentice ; the master will teach him, by degrees and practically what he has himself learned ; in return, the apprentice will work for his master without wages during a certain term. If each master were capable of teaching his apprentice all the theory and practice necessary to make the youth a good workman, there would be no occasion for schools for apprentices ; but, unfortunately, most of the masters have very

little theoretical instruction, which is the reason why nearly all the commoner trades remain almost stationary. To secure rapid improvements in all the kinds of work which occupy so many hands, we must supply what is wanting in the masters as regards theory, and profit by the experience and skill which they have acquired by practice.

The question being thus stated, we have no hesitation in admitting that theory ought neither to precede nor to follow practice, but that it ought to advance simultaneously with the latter, and in juxtaposition, since it cannot be incorporated with it, as if both were taught by the same master. We therefore propose that in all towns where the number of apprentices is sufficient, schools shall be established in which young men may attend as out-door pupils to receive the theoretical lessons necessary for their profession, either during the course of the day or in the evening. The professors who give this instruction must not, on any account, be men exclusively habituated to abstract learning, without being themselves joiners, cabinet-makers, locksmiths, founders, &c. It is indispensable that the practice of these different trades be familiar to them as well as the theory, so that the pupil may be able to obtain from his master the explanation of whatever difficulties embarrass him. The object would be completely missed if the pupil, in consequence of what he learned at school, did not become more attentive to his work in the shop, and more competent to understand the reason of the facts that come under his observation.

Success depends altogether on the choice of professors. We must not, however, overlook the fact that these schools, which we designate *trade schools*, on account of the object they have in view, will have to encounter serious difficulties. The first is found in the contract of apprenticeship, and the second in the boy's parents, who if in needy circumstances will, of course, want their son to earn his own living as early as possible.

The contract of apprenticeship, in a moral and economic point of view, is a very important matter, and ought to receive the special attention of the Government. We cannot here treat of all the difficulties connected with this subject, but we think that trade schools would have no chance of success unless effective measures were taken to have time for attending them expressly reserved to the apprentice by the terms of his indentures. The interest of families is too often an imperious necessity, absolutely requiring that boys should not pass too many years without receiving wages ; on the other hand, it is also necessary that the master should keep the apprentice long enough for his work, when he has attained some little skill, to compensate for the trouble given in the first year, when the novice not only rendered no useful service, but was even a hindrance. Now there is reason to fear that the compulsory reservation of school hours in the contract of apprenticeship will not be considered in a favourable manner by the masters. We are inclined to believe that going to school will, as a general rule, tend to shorten that unfortunate period during which the apprentice is a burden rather than a

benefit; but we can hardly expect that masters will entertain such an opinion till experience shall have repeatedly proved the fact. Consequently, we consider as certain that masters will not consent to the reservation of school hours without prolonging the term of apprenticeship. We therefore feel justified in declaring our conviction that *trade* schools will be viewed with dislike by both masters and parents.

The masters will be more particularly struck with two things; in the first place they will perceive that their own incompetence as regards theoretical teaching is considered as a matter of fact; secondly, they will see that the effective time given them by the apprentice would be diminished by two or three tenths, according as the school hours were two or three per day, and thus, instead of the usual three years' apprenticeship, they would require four to make up for the time which, in their opinion, would be lost at school. Parents will be alarmed at this further demand on the part of the masters, and whether well-to-do or otherwise will be likely enough to be frightened at the bare thought of seeing their children condemned to pass an additional year, or perhaps more, without earning a penny; pressed by poverty, a good many would doubtless decide on putting their children to those inferior trades which require but little if any apprenticeship, and are always over-crowded.

We see only one means of escaping from these serious difficulties. We hope that the Government will be able, in each of the towns now under consideration, to promote the formation of a benevolent association, having for its sole object the succour of apprentices of both sexes, and also of young work people; for it is to be hoped that ere long professional instruction will be extended to girls as well as boys. In a town of 5,000 or 6,000 souls, for instance, the patronage society ought to be composed of at least five or six of the most respectable inhabitants, and of a certain number of ladies, whose zeal and charity have everywhere so salutary an influence. This society would receive a certain subsidy from the Government, which, with the proceeds of collections and subscriptions, would be employed for the benefit of apprentices of either sex, in promoting their education and putting them apprentice to the trades best suited to their taste and their means of existence. Nothing connected with apprenticeship should escape the notice of the society in question; it might endeavour to arrange equitably by friendly intervention most of the difficulties arising between masters and parents on the subject of apprenticeship.

The establishment of patronage societies and trade schools appears to us so closely connected that we have no hesitation in proposing that the trade school should be directed and managed by the patronage society itself, and one of its members ought to keep all the accounts connected with the school. In accordance with this principle the teachers of the school, as well as the pupils, would be under the supervision of the society; the professors, however, would form part of the council in which all matters connected with the teaching would be treated, and

perhaps, after a certain number of years' incumbency in the town, would also be admitted to become themselves members of the society, but only as an honorary distinction in acknowledgment of good services.

The course of instruction in the school, of which we may give a programme at some other time, would comprise:

1. Arithmetic, with theoretical explanations of the principal operations, and practical arithmetic for the rules of three, interest, fellowship, and other applications, including the use of the sliding rule.

2. Theoretical geometry, so far as regards the elements of plane geometry, and practical geometry for solids, taking of plans mensuration of surfaces and solids, &c.

3. The rudiments of descriptive geometry as far as the generation of the commoner surfaces.

4. The rudiments of physics including specific gravity, atmospheric pressure, hydrostatics, pumps, &c., and also the branches relative to heat, thermometers, dilatations, the fundamental properties of steam, &c.

5. The elements of industrial mechanics.

6. Linear drawing, the elements of machine drawing, the simplest working drawings of descriptive geometry, applied carpentry, stone-cutting, and perhaps also drawing of the figure and of ornaments.

7. Dictations to improve the pupils in writing and orthography.

In towns with a population exceeding 10,000 souls, several schools would probably be required situated in different quarters, and the same professor might give lessons in several of them; it would be far better for the professors to go to different localities than to have the schoolrooms at a great distance from the pupils. On Sundays, or on one or two work-day evenings, there might be lectures for adults, that is to say, young men working on their own account.

The professors should not be entirely dependent on teaching for their living; we think their salary should be from 1,500 fr. to 2,000 fr. Being selected from among persons possessing all the instruction required for a civil engineer, they might render valuable services to the localities by devoting their attention to the manufactories in the neighbourhood. Two professors would, as a general rule, be sufficient for the smaller schools; but where the number of pupils was large, and a greater variety of manufactures existed, at least three professors would be necessary for each school, the better to adapt the instruction to local requirements.

The professors should receive part of their salaries from the State, and the remainder from the towns as well as the outlay for rent, furniture, warming, lighting. Supposing that the State contributes, on the average, 3,000 fr. for each school, for a total sum of 600,000 fr., 200 schools might be established, which would educate 20,000 apprentices, allowing 100 for each school.

Schools of Arts and Trades.

These schools render important services to the national industry, in many respects:—1. They every year turn out a considerable number of good draughtsmen for large workshops; those who are most industrious soon acquire the experience which was wanting on leaving the schools, and their theoretical knowledge greatly contributes to the improvement of the mechanical arts. 2. They distribute through the provinces a certain number of artisans skilled in working wood or iron. 3. They may become a valuable nursery for the marine by training engineers for steam vessels; but we think the pupils who choose that career ought, on leaving school, to pass a certain time in the workshops belonging to the State.

Such are, in a general way, the good results of the schools of Arts and Trades; but, apart from these principal heads, the pupils who aspire to other careers are not so well prepared for them; for instance, it is very seldom that those who enter the larger workshops as mechanicians are not disgusted with their choice after an experience of a few weeks or months. There are certainly noble exceptions, we well know, but they are only exceptions.

The disgust which comes over the great majority is owing to two causes, 1, to the fact that in the schools, with a view to excite their emulation, they are too often flattered with the hope that they may rise above the position of mere workmen, and that their theoretical knowledge fits them to be foremen; 2, that the mechanical works they can execute in the schools are, from the very nature of things, too limited for these young men not to find themselves inexperienced novices when they enter large workshops; yet they arrive full of confidence in their superior attainments, and are bitterly disappointed at receiving much lower salaries than those practical hands unacquainted with theory, over whom they expected to be placed from the very commencement.

We can see only one remedy for this serious inconvenience; it is not to suppress the mechanical workshop, but to dissuade the pupils, as far as possible, from seeking employment in large factories. We also hope that by restricting the professors within the bounds of a programme limited to what is strictly necessary, and eliminating from the curriculum all subjects of too abstract a tendency, we may succeed in exerting a most salutary influence in the future career of the pupils.

Conservatory of Arts and Trades.

It would ill-become the professors of the Conservatory to boast of the services they render or may henceforth render by their lectures. Yet there is one material fact to which they may be allowed to call the Minister's attention; it is that the new amphitheatre opened last year on resuming the lectures having enabled the professors to give their lessons at more convenient hours, the number of hearers has greatly increased; the two amphitheatres

have nearly always been not only filled, but found too small to receive all who came, and many were consequently unable to obtain admission.

The character of the instruction given, which is both public and gratuitous, industrial and agricultural, ought as we think to be scrupulously maintained; it has been received with such unanimous favour by the public that it has only to persevere in the same path, which appears to us that of intellectual progress.

When our new buildings shall be completed there will be a necessity for founding several new chairs, either for the agricultural sciences or for the industrial, properly so called; we deeply regret that the state of the public finances will not allow us to think of these foundations just now.

But there is another point to which we feel bound to call your attention. Seeing its character, its position, and the nature of the instruction given, the Conservatory does not seem destined to remain long in its present state of isolation from the establishments in which the other degrees of agricultural and industrial instruction are given; we conceive the possibility of its taking therein a useful and glorious share. We will not here pretend to indicate all the more or less intimate relations which ought to connect those various establishments with the Conservatory, but there is one which we feel bound to mention now, as it seems to us fundamental; it is the choice of the professors selected to take part in the different steps of agricultural and professional instruction. The first duty of the professors of the Conservatory is to combine, with skill and judgment, all the resources of theory with the diversified requirements of practice. The highest merit of the professors of the schools in question will not be the possession of vast stores of literary or scientific knowledge, but rather the talent of blending theory in due proportions with practice; it would be vain to attempt to devise a programme with a view of obtaining such a result, if the professors be not endowed with certain habits of thought and teaching capabilities of which few persons are competent judges.

Special Libraries.

The different kinds of instruction mentioned in this report would be, in our opinion, greatly promoted in their more serious and essential parts if each school were provided with a special library, not very extensive, but well chosen, in which each pupil could find the books treating of the subject to which his studies are more particularly directed. We attach so much importance to this point that we intend very shortly to lay before you our reflections on the subject.

(Signed) Pouillet,
Reporter.

Paris, 17th July 1848.

ACCOUNT OF THE UPPER COMMERCIAL SCHOOL.*

Sir,

The Upper Commercial School (*École Supérieure du Commerce*), of which you have been pleased to charge me with writing a brief history, has now been in existence forty-five years, and it claims with justifiable pride the honour of having been the first to enter on the path of professional education, in which it now has so many imitators. It was founded in the year 1820, in the Rue de Grenelle-St. Honoré, under the form of a day school, by two intelligent merchants, M. Brodard and M. Le Gret, and soon obtained the patronage of the eminent men who at that time took the lead in directing the progress of the country, Chaptal, Casimir Perrier, Laffitte, Ternaux, &c. It did not long retain its original form, and was, sometime after its foundation, transferred to the old Hôtel Sully, in the Rue St. Antoine, where it was installed in a manner worthy of its protectors, and thoroughly appropriate for its purpose. It then received boarders as well as day scholars.

The establishment of the School as a scientific institution, of a kind then unknown, presented great difficulties ; its founders had to incur not only a pecuniary risk, and to unite in a methodically organized system of studies all the instruction that could be useful to a trader, but also to choose and train professors, to select and classify the subjects to be taught, and likewise to convince parents of the advantages their sons would derive from receiving the kind of education proposed. At that period few people could see, I will not say the necessity, but even the utility, or possibility of such instruction. Commerce, it was asserted, could not be taught on account of the multiplicity of the specialities it comprised; practical apprenticeship could alone teach the mysteries of trade to those who wished to learn them.

This objection, taken in an absolute sense, had something specious calculated to strike prejudiced minds habituated to routine. But it will not bear close examination, and if it be true that after studying all the sciences taught in the School of Commerce, a young man must serve a practical apprenticeship to each branch of trade ere he can learn its difficulties, dangers, resources, advantages, and secrets, it is none the less true that he who has been prepared by study will advance more rapidly and safely in the path, and that the means placed at his disposal by science will always, with but few exceptions, secure him an indisputable superiority. It was still denied that we Frenchmen possessed the qualities indispensable for commercial success, that the French mind was adapted for the slow combinations of foreign trade, that the impatient activity of our character could accommodate itself to the various changes of the speculation extending over long periods of time, on which the export and import

* Addressed to the Minister of Agriculture.

trade depend. The objectors forgot that our national mind, from the very fact of its being impressionable and fickle, wonderfully adapts itself to all modifications ; that our French intellect, so quick, subtle, and comprehensive, contains the germs of all qualities, and that necessity developes them. The comparative customs returns, published at successive intervals in France, victoriously prove the truth of the arguments we here produce.

The obstacles encountered did not arise solely from prejudices of routine more or less easily vanquished, there were others, still more serious, in the very state of affairs. The country was but just recovering from the great wars of the Republic and the Empire, which had so long absorbed all its strength and over-excited its brilliant faculties. It was very difficult for the nation to return suddenly, and without transition, to the realism of manufactures and trade, to enter without some hesitation on what was then, with a kind of disdain, called the mercantile career. The youth of the middle classes of society, for whom the new establishment was especially intended, had a greater liking for the so-called liberal professions ; they wanted to be barristers or physicians, and could not bear the very name of trade. Young men, almost universally, regarded the selection of a commercial career as a kind of degradation, an avowal of inferiority and incapacity ; they spurned the notion that trade could deserve to be the object of earnest study.

It was under these unfavourable conditions that the school in the Hôtel Sully was organized as mentioned above. Large buildings, spacious courts, and an extensive garden were placed at its disposal ; a cabinet of instruments for experimental physics, a chemical laboratory, and collections of samples of merchandise, were installed on a large scale ; a numerous staff, perhaps too numerous, was formed ; lastly, yielding to the popular prejudices of the day, the pupils assumed a uniform and wore a sword, while all the internal movements were announced by beat of drum.

By the side of this theatrical display, somewhat ambitious for a private establishment, and which was the work of its financial managers, a council of improvement (*conseil de perfectionnement*), composed of very competent persons, undertook to draw up a programme of the studies, to superintend their organization, to make modifications if necessary, and to enforce their execution. The gentlemen forming this council were members of the Institute, bankers, manufacturers, merchants, who had learned by study and experience what various talents and diversified knowledge are indispensable for him who buys, sells, or manages. They traced with a firm and sure hand the regulations and programmes of the new school. Their wise arrangements have been religiously retained in the school, and are in force to the present moment ; they have served as a model and starting-point for all the attempts of the same kind which have been made in France or elsewhere. The council has constantly maintained the sound traditions of the school, and has been its main support.

The curriculum of the school requires three years of study ; the pupils are divided into three forms (*comptoirs*) or classes, and

no pupil passes from one form to the next without undergoing an examination.

The first year, or first form, though in some manner elementary, admits only such pupils as have received a good primary education, and are pretty well versed in French grammar, arithmetic, and geography ; it is devoted to reforming their handwriting, to the study of history, geography, arithmetic in all its parts, to an elementary course on the usages of trade and the rudiments of accounts, to physics and chemistry, (of which the pupils in this form learn chiefly the elements, vocabularies, nomenclatures, and classifications) ; lastly, to the knowledge of raw materials, of which the school possesses specimens and samples. In this form the pupils begin the study of foreign languages, the foreigners learn French, and the French pupils make a more profound study of the rules of their native idiom. This division of studies clearly shows that the school must have a fixed minimum of age for the pupils admitted ; in fact, the understanding and memory may suffice for certain studies, but to pursue them with profit there must be attention, reflection, and judgment. The minimum age for the admission of pupils was therefore fixed at 15 for the first form, and the school is now rather disposed to fix it later than earlier.

The second year, or second form, does not receive pupils under 16 ; it comprises the continuation of some of the preceding studies, book-keeping, the theory of accounts in all its parts, the application of arithmetic to all the operations of trade and banking, exercises in mental arithmetic, a course of correspondence, and essays intended to accustom pupils to express their thoughts rapidly with precision and perspicacity, linear drawing, geometry, the elements of algebra, commercial geography, the study of the Code of Commerce, the continuation of foreign languages. We have designedly indicated the limit of age for the pupils of the second form, although the rule established for entering the first would seem to render it unnecessary ; it raises new difficulties for us every year, and yet must be maintained. The pupils have very generally a most decided tendency to enter the second form, careless whether they will be able to follow its courses with profit ; to leap over the elementary year is with them, and too often with their parents, a question of ambition rather than of instruction.

We have the utmost difficulty in convincing those who have obtained the bachelor's diploma by dint of cramming and coaching. that the science of trade is not a unique whole, composed of formulas more or less simple, more or less numerous, which have only to be learned and remembered in order to make them at once skilful merchants. They are astonished when told that long and serious study is required to learn what they had considered so easy ; they are desirous, at the very outset, to attack the highest parts of the science, to devote their attention to finance, to great mercantile enterprises and complicated operations in the funds, to attempt as mere play, the difficult and dangerous functions of consular justice. In one word, they want to reverse the natural

course of things, and to begin with what can only be the end of anxious study, the result of positive knowledge and practical acquaintance with real business. It was therefore indispensable to fix a limit of age for admission to the second form, and to introduce an examination for classing according to merit, which all must pass who enter the second form without passing through the first; bachelors of sciences are alone exempt from this measure.

The third year, or third form, is the indispensable complement of the instruction given at the school; it is devoted to the higher branches of learning, and to practical exercises; it includes the study of the exchanges and of arbitration, which has been too long neglected in France, and to which the increasing number and extent of our business relations with foreign countries gives fresh importance and furnishes daily occasions for their use; multifarious applications of accounts to commerce, manufactures, and agriculture; analytical chemistry and chemical manipulations applied to the study of merchandise, and to the discovery of adulterations (thus completing the course of general chemistry followed in the two first years); the continuation of the studies of geometry and linear drawing, the elements of mechanics applied to the requirements of commerce and industry, and to the material of trading ports, railways, and docks; the technology or description of the principal manufactures, mercantile and maritime law, and political economy. In this form all the studies are applied by the simulated exercise of trade, each pupil opens and closes accounts and correspondence of all kinds. The pupils, divided into groups, or commercial firms, renewed from time to time, buy and sell goods, keep banks, charter vessels, assure, commisssion, correspond, and perform under the guidance of an able and experienced professor, all the most varied and most difficult operations. After Easter, the pupils of the third form, accompanied by a professor of technology, visit the principal factories of Paris and its environs, the custom-house, bonding warehouses, &c.

It was to assist the exercise of this form that the use of fictitious bank notes and money was at one time introduced, but these were promptly abandoned by the school as puerile expedients, proper enough perhaps to be employed for children, like the coloured balls and pictures of infant schools, but altogether useless with young men bent on earnest study, and likely only to distract their attention and cause a loss of time. The same means have many times since been adopted in other schools as a new invention, but they have always been laid aside as useless.

The course of instruction in the school, as well as the allotment of time to the classes and studies, have been regulated as methodically as the multiplicity of subjects allowed. The pupils rise at half-past five all the year round, and at six commence the business of the day. They go to bed at nine o'clock. The hours of every day are employed nearly as follows: five hours lessons, six hours of study, and four hours' recreation, including 40 minutes for breakfast and dinner.

In the three forms, each course is confided to a special professor, with the exception of geometry and linear drawing, which are taught by one person, and of mechanics and technology which are in the same case. Each pupil must attend all the courses of the form to which he belongs. He must learn at least one foreign language, and may learn several if he can find time without neglecting his other studies. The pupils are expected to take notes, as complete as possible, of the lessons given by the professors; to study them in private, to consult the authors placed at their disposal, on the same subjects, and to make a summary of the lesson, a fair copy of which they deliver in the evening to the inspector of the form, who hands it to the professor at the next lesson. Special examiners every day interrogate the pupils of the second and third forms, on the parts of the principal courses, already studied, and an account is kept of the marks merited by their answers.

Every quarter there is a competition for classing the pupils in all the branches of instruction, and immediately after, the director announces the places obtained by all in the presence of the professors and pupils. A statement of the marks merited by each pupils for conduct and application is addressed to the parents. At the end of the school year, a board, composed of members of the council of improvement, and of the professors, awards to the two best pupils of the third form, as a first and second prize of honour, a gold medal and a silver medal, given to the school by his Imperial Highness Prince Napoleon, as a testimonial of the great interest he takes in commercial education. The same judges award to the best pupils of the second and third forms, two silver and four bronze medals, given by the Minister of Agriculture, Commerce, and Public Works. The pupils of the third form who have completed their studies and successfully passed the final examinations before the committee delegated by the Council of Improvement, receive, when the prizes are distributed, a diploma of capacity delivered by the school and signed by the Minister of Agriculture, Commerce, and Public Works, president of the council of improvement. This is the only document the school recognizes as official, and certifying complete studies; no certificates are given for partial studies.

The organization of the management and discipline of the school is as simple as that of the studies; for the last 10 years the school has received neither day-scholars nor half-boarders; all are boarders, and their number never exceeds 100 at the same time, distributed into four dormitories and 20 private chambers, which the pupils enter only when they go to bed; all their waking hours are passed in common, in the amphitheatres, and the class-rooms, under constant supervision.

The discipline, of which we must say a few words, is of course adapted to the age of the pupils (16 to 25 or 26). It is entrusted to the sub-director and four inspectors, three of whom are each charged with a form, while the fourth has certain special duties, and besides acts as substitute for the others in case of need.

The supreme conduct of the discipline lies with the director, who alone can inflict punishment; the professors and inspectors having only the power to warn or reprimand the pupils, and make reports to the director. The minutes of the forms and classes, the reports of the inspectors, with notes by the sub-director, are laid before the director every evening, and give him, with frequent personal visits during all the exercises, a full knowledge of each pupil, whom he is thus able to direct according to his talents and character. This organization would not do for a very large number, and the limit of 100 is therefore never exceeded. The number of pupils who enter in a year is about 110 on the average. The length of time pupils remain is far from being the same for all, owing to the different degrees of proficiency on entering, the diversity of their destinations, and, lastly, to their difference of capacities, which will not allow all to enter on the higher studies with any chance of success. The number of pupils in each form ranges between the extremes of 30 and 50 for the first and second, and of 15 and 25 for the third.

The pupils are all warned on entering that they can only remain in the school on condition of steady application to study. They are given to understand that they come there for a commercial purpose, to purchase the instruction and instruments of their future profession. This notion is incessantly presented to them in every possible form: thus it is proved to them that they expend at the school about five francs per day, and that if each of them is not worth five francs more every night, he will have made a bad speculation, which it will be our duty to put an end to as soon as possible if no improvement should take place. The discipline of the school is not severe, but it is very strictly enforced; there are scarcely any punishments; a pupil may be kept in the half or whole of Sunday, but this must not occur often, the pupils being always warned that persistence in misconduct or neglect of study will render their dismissal inevitable; we may therefore say that the only serious penalty is the expulsion of disobedient or idle pupils. The time which families allow the school for the development of its instruction (barely two years on the average), is too short for any part of it to be lost in struggling against ill-regulated minds and rebellious tempers—a very meritorious work undoubtedly, but quite impracticable with the means we possess and foreign to our object. The dismissal of a pupil, unless for very serious reasons, is not attended with any publicity; it generally takes place at the end of a quarter, when the pupil is sent home with an explanation of the circumstances. There are usually several cases of this kind every year at the end of the first quarter.

The pupils of all the divisions attend public worship under proper supervision, at the churches or chapels of the religious communion in which they have been reared.

I should be afraid of making the account of our system too long were I to enter into all the details of all the courses, and describe what determination, patience, experiments, and efforts have been required to organize them, to bring them all to bear on

one common object—commerce, and to keep them, by a proper choice of professors, on a level with the developments and changes which the discoveries of science have successively effected in the commercial movement of the world. I will, however, take the liberty of citing one or two examples which will render our idea more easily understood.

Does not arithmetic, the science of figures, appear as if it must be, always, everywhere, and for all, the same study? Such is not the fact, however; the astronomer who calculates the interplanetary distances, thinks only of obtaining correct results, regardless of the time devoted to the task; whereas the merchant, obliged to draw up and forward by the day's mail a score of current accounts, is of course equally anxious for accuracy, but must also be expeditious; commercial arithmetic is therefore constantly on the search for abbreviated methods, simple and precise formulæ, and rapid processes. To attain this end, these courses must be entrusted to special professors, endowed with peculiar aptitudes, and constantly occupied, from a natural taste, with this kind of research. Now everybody knows how difficult it is to find such men, at the same time combining all the necessary qualities of a professor.

Commercial geography presents a no less interesting object of study as regards the modifications it has undergone through the extension of railways and steam navigation; geography, as observed by the Minister of Public Instruction in one of his circulars, can no longer be regarded as an arid nomenclature of places, rivers, &c. I will add that it has every day a higher object, a more social mission—that of studying and indicating the shortest and best means of communication between producing and consuming countries, and of facilitating the diffusion of knowledge and the development of progress. Thus, according to an ingenious suggestion made by M. Natalis Rondot, a member of our Council of Improvement, the base and elements of an excellent course of commercial geography might be found in a collection of the itineraries of the Messageries Impériales and other great steam navigation companies of France and foreign countries.

These few words will suffice to show how far I was right in saying that in commercial education it is indispensable to bring all the sciences into close connexion with the idea of trade, and how great the difficulty of finding professors properly prepared. It does not suffice, in fact, for them to be thoroughly instructed, they must also for certain sciences (account keeping, for instance), be practical men, who have been engaged in actual business as bankers, merchants, and manufacturers, and have had to encounter the difficulties constantly occurring in such careers and requiring immediate solutions. Here we see the most serious difficulty in the way of carrying out commercial education on a large scale; it lies in the very limited number of these special men, so rarely to be found—enlightened and zealous men, of whom the Superior School of Commerce well knows the value, to whom it is proud to own that a great part of its success is to be ascribed. To increase their number by opening to them a new career it will be

necessary to assure them a future which is at present attainable only for a very few,—a future of sufficient promise to attract them, and duly proportioned to the importance, the merit, and the fatigue of their labours.

We have been so absorbed by the description of the plan of the studies and of the internal organization of the Superior School of Commerce that we have omitted saying anything about its history, which now extends over nearly half a century. We must not, however, neglect a brief statement of its annals, which contain much useful instruction and fully confirm the excellence of the principles on which the school was founded.

The beginning was auspicious : pupils came in numbers, and, we may add without exaggeration, from all parts of the world. The proportion between the number of French and foreign pupils is the same now as at first, being one third for the latter and two thirds for the former. The well-selected staff, noted both for learning and zeal was able to follow the plans laid down by the founders, and before two years were past the future of the school seemed to be assured. But disappointments soon came; the expenses of the school were heavy—much too heavy for the capital invested in the enterprise ; continued success might have rendered the money sufficient, but it dwindled away and gradually disappeared in presence of protracted difficulties, rendered still worse by political events. The staff soon experienced losses, which could not be repaired under existing circumstances ; blunders were committed by the managers, and the state of affairs became daily more embarrassed ; the school changed hands several times, and at last failed entirely soon after the revolution of 1830.

In this crisis, Adolphe Blanqui, professor of the history of commerce and of political economy in the school, ventured to undertake, on his personal account, a scheme which till then had been disastrous to its conductors, and to assume the whole responsibility on himself. He was young, without fortune, had already a family to support, the times were hard, and the future gloomy ; he had to accept a heritage of ruins and to stem the tide of public opinion, which was then in favour of what has long been called protection of the national industry. Nothing could deter him ; he was determined to save from destruction an institution which could develop the ideas of political economy and commercial liberty to which he had already vowed his existence. He brought to its aid his indefatigable activity, his inexhaustible and charming intellect, his great learning, the numerous and useful connexions attracted by the engaging amenity of his character ; he contrived to restrict the school within limits more in harmony with the resources at his disposal and the perils of the moment. Followed by the pupils who admired and loved him, surrounded by a small group of professors faithful to the work, he set all an example of industry and devotedness, he laboured without ceasing and shrunk from no obstacle. Indeed, when we contemplate this struggle, which lasted five and twenty years, and only ceased with his death, we do not know which most to admire, his courage, his activity, the variety of his acquirements, the

fecundity of his resources, or the irresistible influence which he exercised over all who came near him.

From this epoch, the history of the school is the biography of Blanqui ; his personality overshadowed and protected it at the same time. Deputy for Bordeaux, a member of the Institute, a brilliant writer and applauded professor, he shed over the school the lustre of his rising fame, and gave it a world-wide reputation by his books ; he drew down on it the kindly notice of the Government, whose co-operation he secured.

About 1838, M. Cunin-Gridaine, then Minister of Commerce, struck with the great services rendered by the school, and taking a deep interest in the proceedings of its forms, (at the final examination of which he one day condescended to preside,) conceived the design of giving the benefit of its instruction to a certain number of young men whose limited means would not allow them to enter. He granted several subventions in the form of half-scholarships ; subsequently, it was found that this measure was inadequate, and that the sums remaining to be paid by the pupils' parents were still beyond the means of the persons whom it was intended to benefit. By a ministerial decision, dated 8th June 1853, M. Magne transformed these half-scholarships into a proportional number of whole ones, and, at the instance of the present director, who had taken part in Blanqui's labours, it was decided that these scholarships should be the object of competition in the principal commercial towns, one-third of them being conferred every year. This plan has now been followed for 11 years, with the most satisfactory results. Owing to the careful supervision of these competitions by the Government, the pupils enter the school with a good preparatory education, and we have observed with pleasure that the best of them have always come from the superior primary schools. They soon attain good rank in our forms, where they have become an element of emulation, and three times, in these 11 years, these scholarship pupils have obtained the gold medal, the prize of honour at the school. It was one of these pupils from Bordeaux who obtained it last August, and every year these scholars have had a fair share of the other prizes.

Blanqui, in his long career, had become fully convinced of the soundness and wisdom of the principles of the constitution of the school, he therefore always respected it ; even when compelled, by the difficulties of the day, to submit to certain modifications, he always recurred to the original arrangements at the earliest possible moment. The consequence was that when, after a quarter of a century's persevering and courageous struggle, he died prematurely in 1854, exhausted by his efforts, overwhelmed, but unshaken in his confidence, by the burden which events had accumulated on him, the school, which had really become his own work by all he had done for it, passed into inexperienced hands without any serious detriment. The present directors, coming to the work like labourers of the later hours, after the great heats and hardest toils of the day, have only had the easy merit of believing in the soundness of an undertaking which had outlived

so many storms, and of bringing to its aid the resources which had always been wanting, and the habits of industrial and commercial administration, the application of which was facilitated by the possession of them. Their grand object has been to maintain the traditions they have learned during too brief connexion with Blanqui, to keep the teaching staff of the school complete and adequate to its mission, and to take good care that, while preserving entire the form and spirit of the teaching at the school, the instruction given shall keep pace with the incessant progress of science, and the forward movement which is daily imparted to commerce and industry.

They have been led by 11 years' experience, to the conviction, that it is impossible to conduct the education and training of young men from 16 to 25 years of age without constant personal supervision ; that it is equally impossible in a great city like Paris, with young men of that age, belonging nearly all to families in at least easy circumstances, to act usefully, in the double point of view of instruction and moral training, on out-door pupils; they have therefore determined to admit none, though they might be an important aid as regards the financial results. They have no confidence, as a general rule, in the efficiency of isolated study in separate rooms, and it has therefore been suppressed altogether.

The school, after weathering the storms which assailed it, has now followed its normal course for 11 years, and has always had its full complement of pupils, notwithstanding the fluctuations in the number of foreigners which have always been caused by political events, but these have never been large enough to seriously affect the revenues of the establishment.

The Superior School of Commerce was founded on an idea, the practical truth of which was long disputed ; in the 45 years of its existence, it has passed through three quite distinct periods.

Through these three varied and distinct phrases, with all the obstacles which arose in them, the school has constantly advanced towards the end in view. It has realized its object, has scattered over all parts of the world, through all classes of society, in all the branches of public and private administrations, of trade and banking, numerous pupils, of whom it has unfortunately failed to keep a proper record, but whom it is now endeavouring to trace out.*

And now that the ideas on which the school was founded and for which it has struggled so hard,—the ideas whose possible application has been so long disputed,—have at last obtained justice ; now that commercial education is accepted as possible and necessary, that every educational establishment great or small,

---

* It would be already possible to cite in Paris alone, in the public administration, an ex-minister of finance, a director of movement of funds, an inspector-general of the Government breeding-studs, also chiefs of divisions and head clerks, in divers Government offices. In private life, bankers, both French and foreign ; stock-brokers, merchants, directors of railways, insurance companies, accountants, clerks of all ranks, &c.

must have its professional instruction, its commercial classes, what will be, as regards the prosperity of the Superior School of Commerce, the consequences of this unanimous concert, of this multiplication of attempts ? Whatever they may be, the school is prepared to meet them. We will labour with redoubled energy, we will strive to walk in the steps of our predecessor. We will not forget that the Superior School of Commerce has ever had for its mission to complete the education of those who wish to be ready for the great commercial struggles opened during the last twenty years by the discoveries of science. Competition is one of the conditions of liberty ; we hail it with pleasure, and shall be sufficiently rewarded if we succeed in proving, by our example, that the ideas of liberty, when well understood and courageously applied, are always productive of good.

GERVAIS (de Caen),
Director of the Upper Commercial School.

STATEMENT OF THE VARIOUS TECHNICAL SCHOOLS IN EACH DEPARTMENT OF FRANCE.*

AIN.—The farm schools of *La Saulsaie* and *Pont-de-Veyle.*

AISNE.—*St. Quentin.*—Course of industrial drawing for adults of all trades ; 60 pupils. The Imperial Free Drawing school ; 60 to 70 pupils.

ALLIER.—Two preparatory technical schools at *Moulins,* with about 100 pupils, and an agricultural school at *Belleau.*

ALPS (UPPER, LOWER, and MARITIME).—One farm-school in each of these departments.

ARDENNES. — *Charleville.* — A professional school with 300 pupils, already noticed in a special report.

ARIÉGE.—A farm-school at *Royat.*

AUBE.—*Troyes.*—Municipal school of drawing and architecture with 114 pupils. A gratuitous course of German and English, with from 15 to 20 pupils. A sewing-school for girls has 18 boarders and 30 day-pupils.

AUDE.—A farm-school at *Besplas,* with 24 pupils.

AVEYRON.—A chair of agriculture at Rodez.

BOUCHES-DU-RHÔNE.—*Aix.*—Imperial school of arts and trades (see Special Report), and a private preparatory technical school, with 155 pupils.

Marseilles.—Preparatory school of Arts and Trades, with 70 pupils.

La Ciotat. See special report.

Farm-school at *Montaurone,* with 36 pupils.

Schools of Hydrography at *Marseilles, La Ciotat, Arles,* and *Martigues.*

CALVADOS.—*Caen.*—Three public and gratuitous courses for drawing, scripture, &c., with 112 pupils. Course of agriculture, with 50 pupils ; of horticulture, with 20 pupils ; and of agricultural chemistry, with 75 pupils. A sewing-school for girls and four

---

* Communicated by the Prefects of the Departments.

orphanages, wherein children of both sexes receive primary instruction and are taught some industrial art.

Bayeux.—Two schools in which girls are taught sewing, knitting, and embroidery.

Lisieux.—Drawing school for working men ; 20 pupils.

Vire.—Public course at the Hôtel-de-Ville, for improving the elementary instruction of the working class, and imparting the scientific knowledge most useful for the local industries. There are about 70 pupils on the average.

Condé-sur-Noireau.—Professional courses for the instruction of the foremen and workmen employed in spinning, weaving, and other local industries ; 42 pupils.

CANTAL.—*Aurillac.*—Trade school for drawing, mathematics, sculpture, &c. ; 30 pupils.

Murat.—Lace-making school ; 85 pupils. At this place, and at *Mauriac* and *St. Flour*, there are also sewing-schools, with 25, 40, and 50 pupils respectively. At *St. Paul-des-Landes* a farm-school, with 33 pupils.

CHARENTE.—*Angoulême.*—Public and gratuitous courses of applied physics and chemistry, with an average attendance of 100, and a course for drawing, with 62.

Bardines.—A course of horticulture, attended by about 80 persons.

CHARENTE (LOWER).—*La Rochelle.*—Evening school for drawing and geometry applied to the industrial arts ; 150 pupils. Farm-school at *Puilboreau.*

CHER.—Farm-school at *Laumoy.*

CORRÈZE.—*Tulle.*—Departmental trade school for young workmen ; 100 pupils. The schools at the Imperial Manufactory of Arms have been described in a special report. There is also at *Les Plaines* a farm-school, with 45 pupils.

CÔTES-DU-NORD.—Farm-school of *Castellaouënan*, with 33 pupils.

At *St. Brieuc* a school for lace-making, with 30 to 40 pupils and at *Tréguier* one for sewing and embroidery, with 25 pupils.

CREUSE.—The farm-school of *La Villeneuve.*

DORDOGNE.—The farm-school of *Lavallade.*

DOUBS.—*Besançon.*—Municipal school for teaching the theory and practice of clock and watch-making, established by the municipality in 1862. The course occupies three years, and the number of pupils is 30.

There are also at Besançon gratuitous courses on the application of mathematics to arts and manufactures, with 12 to 15 pupils, and a drawing school, with an average attendance of 150 pupils, A chair of agriculture has also been founded there.

EURE-ET-LOIRE.—In this department there are 11 sewing-schools established by charitable persons at *Chartres, Illiers, St. Luperce, Dreux*, and *Nogent-le-Rotrou.*

FINISTÈRE.—A farm-school at *Trévarez*, a practical school of irrigation and drawing at *Lézardau*, and a chair of agriculture at *Quimper.*

GARD.—*Alais.*—School for educating overseers and foremen of

mines, founded by the Government in 1843 ; it is supported by the town of Alais and the department of the Gard, with a subvention from the State. The number of pupils, all boarders, is 28. The results are very satisfactory.

Nîmes.—Weaving school, theoretical and practical, with a course of pattern-drawing, founded by the municipal council in 1856 at the expense of the town. It is regularly attended by 30 pupils, with most satisfactory results.

Nîmes has also an excellent school of design likewise founded by the municipal council. It comprises four courses :—1. A course of artistic drawing, including the figure, the round, landscape, and painting. 2. A course of ornamental drawing, with modelling and sculpture. 3. A course of linear drawing, including plans, designs of machines, &c. These courses are diligently followed by 145 pupils. To these three the municipality has added ; 4. An evening course for adults, in which workmen are taught drawing applied to carpenters' work, stonecutting, &c.

The municipal council has founded, in addition to the above, a course of chemistry and physics applied to the industrial arts, especially to dyeing.

Garonne (Upper).—*Toulouse.*—School of the fine arts and industrial sciences. In this establishment there are courses of drawing in all its branches, of painting, sculpture, architecture, anatomy, arithmetic, geometry, physics, and chemistry, of algebra, descriptive geometry, perspective, and stereotomy. The number of pupils was about 600 in 1863.

There are also a commercial school (private), with 120 pupils, courses of agriculture, of arboriculture, and an imperial veterinary school.

Gironde.—*Bordeaux.*—Evening classes for adults founded and conducted by the Philomathical Society. There are in all 21 classes attended by 1,810 pupils. The subjects taught in addition to reading, writing, and arithmetic are, geography, geometry, (plane, solid, and descriptive), algebra, mechanics (with application to steam-engines), practical hydraulics, drawing, physics, chemistry. The same society has also opened classes for apprentices.

Municipal professional course of mathematics and their applications ; 130 pupils.

A naval school supported by the department, the city of Bordeaux, and the Chamber of Commerce. There are from 150 to 200 pupils, who are taught on board the frigate *La Brillante*, moored in the Garonne. Lastly, a chair of agriculture.

Hérault.—*Montpellier.*—A private commercial and technical school in which pupils are prepared for the Imperial School of Arts and Trades at Aix.

Ille-et-Vilaine.—In this department there are courses of book-keeping and drawing annexed to the college at *Dol ;* agricultural schools at *St. Jouan-des-Guerets* and *St. Mëen ;* and eight sewing schools at *St. Malo*, *St. Servan*, and *Fougères.*

Indre.—Farm-school of *Villechaise*, and a reformatory at *Fontgombault*, kept by the Trappists, who give instruction in agriculture and the trades dependent thereon.

INDRE-ET-LOIRE.—*Tours.*—Courses of drawing, with 180 to 200 pupils; of horticulture, with 150 to 200 pupils; of chemistry and physics, with about 200 pupils.

Farm-school at *Chedigny*, with 33 pupils.

LANDES.—Farm-school at *St. Sever.*

LOIRE-ET-CHER.—*Ménars* and *Blois.*—Professional schools for preparing pupils to enter the schools of arts and trades, &c. There are also 16 sewing schools at *Blois*, *Ménars*, *St. Aignan*, *Meusnes*, *Vendôme*, *Romorantin*, and *Salbris.*

Farm-school of *La Charmoise.*

LOIRE.—*St. Etienne.*—School of miners, founded by Government in 1816, to train mining overseers and foremen; 54 pupils.

The municipality has founded a public course of chemistry applied to the industrial arts, and a drawing school chiefly directed to forming pattern-designers for ribbons.

Roanne.—Drawing-school for workmen.

Agricultural school at *La Corée.*

LOIRE (UPPER).—*Le Puy.*—Industrial evening schools, founded by the town, for the instruction of workmen in drawing and mathematics applied to industry. There is also an industrial course annexed to the Imperial Lycée.

LOIRE (LOWER).—*Nantes.*—The schools of the Industrial Society and the *Upper Trade* School are described in special reports.

Imperial agricultural school at *Grandjouan*; farm-school at *St. Gildas.*

LOIRET.—*Orléans.*—Upper Trade School, with 90 pupils.

Four sewing-schools.

LOT.—Farm-school at *Le Montat* for 36 pupils.

LOZÈRE.—*Mende.*—Lace-making school, with 17 pupils.

Farm-school of *Recoulettes;* 32 pupils.

In this department there are also five schools for embroidery, and two orphanages, one for boys, the other girls.

MAINE-ET-LOIRE.—*Angers.*—Imperial School of Arts and Trades (see special report).

Municipal drawing classes, with 50 pupils.

MANCHE.—*St. Lô.*—Course of drawing, theoretical and practical, founded by the municipality for the benefit of the working class; 50 pupils. There is also a course on gardening and fruit-trees.

St. Waast-la-Hougue.—School of hydrography.

Sewing-schools at *Coutances* and *Carentan.*

MARNE.—*Châlons.*—Imperial School of Arts and Trades (see report).

Reims.—Industrial School founded by the Industrial Society of Reims, with 80 pupils, and annexed to it three public gratuitous courses on commercial law, drawing, and manufactures; 70 to 80 pupils.

Public courses of physics, chemistry, and drawing; 250 pupils.

Sewing-schools at *Epernay*, *Montmirail*, and *Sézanne.*

MAYENNE.—Farm-school of *Le Camp.*

MORBIHAN.—Farm-school of *Trécesson;* 30 pupils.

MOSELLE.—*Metz.*—Superior industrial school, founded by the town; 235 pupils.

Private trade school at *Longwy*.

NIÈVRE.—*Nevers.*—School of art, founded by the town; 45 pupils.

Farm-school at *Poussery*.

NORD.—*Lille.*—School of the industrial arts and of mines. Its object is to give technical instruction, on the principal industries of the Nord, to young men who have already received a good general education. Its present organization dates only from 1861, when it was placed under the direction of the Minister of Commerce. Its only revenue consists of the payments of the pupils with a subvention of 7,000 francs, from the department. It had only 30 pupils at first. As soon as the resources of the establishment will permit evening classes are to be opened for adults.

Class for stokers, founded by the Lille Society of Sciences, and supported by the voluntary subscriptions of manufacturers and others using steam engines; 15 to 20 pupils.

Academic schools, founded and supported by the city. The courses of painting, sculpture, figure-drawing, perspective and anatomy applied to design, are attended by 250 pupils; those of architecture and ornament by 50; those of applied geometry, mechanics, geometrical and linear drawing by 250; in all 550 pupils. The results are very satisfactory.

There is also at Lille a superior primary school for the sons of artisans; it has 180 pupils.

Tourcoing.—Courses of physics and chemistry founded by the town; 20 to 40 pupils.

Weaving school for orphans; 14 pupils.

Roubaix.—School of drawing applied to manufactures; 14 pupils.

Course of physics and chemistry adapted to the local industries; 130 pupils.

Douai.—Academic schools for drawing, &c.; 130 pupils, many of them adults.

Valenciennes.—Academic schools, for painting, sculpture, and architecture, the pupils respectively numbering 60, 67, and 40; in all 167. The expenses are borne by the town.

Cambrai.—A trade school (private) for commerce, manufactures, and agriculture; 186 pupils. There is also another school of the same kind managed by the Christian Brothers, with 90 pupils.

Bailleul.—Lace-making schools, with 800 pupils, and sewing schools with about 600.

Lille.—Three sewing schools, with about 240 pupils.

Loos.—Sewing school with elementary education; 90 to 100 pupils.

OISE.—Farm schools at *Mesnil-St.-Firmin*, and at *Beauvais*.

ORNE.—*Alençon.*—Public courses of drawing, arithmetic, and geometry, for workmen; 50 pupils in winter, 25 to 30 in summer.

Farm school at *St. Gauthier*.

PUY-DE-DÔME.—*Clermont.*—Communal trade school supported by the town ; 250 pupils.

Volvic.—School of architecture ; 20 pupils.

PYRENEES (LOWER).—Farm school of *Talon.*

PYRENEES (UPPER).—Farm school at *Virens*, near Lourdes ; 30 pupils.

Tarbes.— Municipal trade school, with 80 pupils.

PYRENEES (EASTERN). — Farm school of *Germainville ;* 33 pupils.

RHINE (LOWER). — *Graffenstaden*, near Strasburg. Trade school (see special report).

RHINE (UPPER).—*Mulhouse.*—Trade school.—Under this title have been combind three special schools, having the same staff of professors and premises common to them all. They are—

1. The Free Secondary School, with very nearly the same curriculum as the imperial lycées, but with the addition of four elementary classes for boys between the ages of 7 and 12.

2. The Industrial School for boys from 14 to 18 years of age, who in addition to scientific and literary instruction, are taught theoretically and practically the construction of machines, or mechanical weaving and spinning, or the chemical arts connected with the dyeing and printing of tissues.

3. The Chemical Laboratory, the courses of which occupy two years.

This school has in all its departments a total of 312 pupils.*

A theoretical and practical school of weaving by machinery has been established at Mulhouse under the auspices of the Industrial Society of the town. It is supported by voluntary subscriptions, and managed by a committee of seven members selected from among the principal resident manufacturers. There are at present 36 pupils of the 1st year, the same nnmber of the 2nd, and 42 of the 3rd, which is the greatest number that can be accommodated. The charge for admission to both the theoretical and practical courses is 600 francs a year ; to the theoretical only, 300 francs ; and to the practical only, 400 francs. There are also evening courses for workmen at 25 francs per month, but this charge is reduced almost to nothing for deserving workmen.

Mulhouse has also a drawing school, founded by the Industrial Society, chiefly intended to form pattern designers. There are 70 pupils, many of whom are admitted gratis, the others pay 4 francs per month.

There is, besides, a trade school for youth of the Jewish community. It has at present 47 pupils. They are admitted from 14 to 16 years of age, and remain three years in the establishment.

Mulhouse has excellent municipal schools for both sexes. The boys' school is divided into three : the elementary school (four years), the middle school (three years), the higher school (two

---

* See Vol. I. p. 243.

years). The number of boys in all of them amounts to about 1,800. The school fee is 20 to 30 francs a year, but many are admitted gratuitously.

The municipal school for girls is attended by about 1,200 pupils. They receive a good general education, and are taught sewing, embroidery, and other occupations proper for their sex.

Lastly, Mulhouse has a superior school of sciences and letters, constituted by imperial decree in 1855, under the authority of the Minister of Public Instruction, and supported by the town. Its special object is to teach the applied sciences, mechanics, descriptive geometry, physics, chemistry, drawing, &c. There are also lectures on the literature and history of France. Certificates of capacity for the applied sciences are granted to deserving pupils. The number of pupils inscribed is at present 30, but more than 200 persons often attend the lectures.

Guebwiller.—Popular library and evening school founded in 1858 ; 500 pupils, chiefly of the working class.

There are also at Guebwiller evening schools for girls and women employed in factories during the day ; 145 pupils.

St. Marie-aux-Mines.—Upper trade school, founded in 1863, to prepare youth for industrial and commercial occupations. Fee, 5 francs per month. Four hours instruction daily, from 8 to 10 in the morning, and 2 to 4 in the afternoon. The number of pupils at present (1864) is 17 only.

There are also in this town gratuitous technical evening classes for adults, attended by about 130 pupils.

Rhone.—*Lyons.*—The gratuitous professional school of *La Martinière*, so called from its founder, Major-General Claude Martin, a native of Lyons, who died at Lucknow in 1800, in the service of the King of Oude. 500 pupils, all belonging to the artisan class, are here educated during the day, and 200 adults attend classes in the evening.

The Central School for industry and commerce was founded in 1857 by an association of merchants and manufacturers, and placed under the direction of M. Girardon, professor at La Martinière, and at the Imperial School of Fine Arts. The number of pupils is at present 80, all out-door. The school hours are from 7 till noon, and from 2 till 6 in the evening. The pupils are admitted at 15 years of age, after an examination.

The course of instruction, which extends over three years, comprises arithmetic, algebra, elementary geometry, trigonometry, descriptive geometry, analytical geometry, the elements of the differential and integral calculus, industrial physics, chemistry, (organic, inorganic, and analytical), mechanics, construction of machines, metallurgy, resistance of materials, geology, mineralogy, natural history, book-keeping, English language, drawing of machines, &c. There are also workshops for practice in the manual arts. The instruction is given in the form of lectures, the pupils being permitted to make objections and ask explanations. After the three year's study they undergo general examinations, and if deserving, obtain diplomas.

The School of Fine Arts, especially intended to give such instruction as may be useful to the local industries.

Course of instruction for stokers.—Two lessons weekly, generally attended by about 50 pupils.

Theoretical course of instruction for silk workers.—80 pupils.

Course of chemistry applied to dyeing, founded in 1860 ; 70 pupils.

Course of artistic design for adults, founded in 1853. There are on the average 250 to 300 pupils in the year ; the lessons are given three evenings per week, from 6 to 8 o'clock.

Course of linear drawing, applied to various trades, for adults. Founded in 1849. Three lessons per week of two hours each. 200 pupils in the year.

Course of horticulture and agriculture, founded in 1858. About 60 pupils yearly.

Practical School of Horticulture, at *Ecully*, near Lyons. The lessons are given on Sundays, and are attended by 300 persons on the average.

Course of commercial book-keeping for females, founded in 1857. The studies occupy two years, and the average of pupils is 75. The more deserving receive diplomas on leaving.

Course of artistic and industrial drawing for females, founded in 1856 by the Primary Instruction Society. The annual number of pupils is about 75 ; three lessons per week of two hours each.

Adult classes for males, founded by the above-named society ; 110 pupils.

Tarare.—Professional courses. Drawing applied to patterns of tissues and embroidery, physics, and mechanics ; 80 to 100 pupils.

Saône-et-Loire.—*La Creusot.*—Industrial schools for both sexes. Attendance 7 hours a day. Number of pupils : boys, 900 ; girls, 700. There are also evening classes for adults, and a lace-making school with above 200 pupils.

Farm school at *Le Montceau.*

Upper Saône.—*St. Remy.*—Industrial school, with 75 pupils.

Farm school at the same place.

Sarthe.—*Le Mans.*—Course of industrial and ornamental drawing ; 100 pupils ; three lessons weekly in the evening. Sewing school for girls, with 30 pupils.

La Flèche.—Trade school (private) with 58 pupils.

Farm school at *La Chauvinière.*

Savoy (Upper.) — *Sallanches.* — Clock and watch-making school, founded and supported by the town, aided by a subvention 1,200 francs a year given by the Emperor ; 10 pupils. There are two other schools of the same kind at *Cluses* and *Thônes*, the former with 15 to 25, the latter with only 4 pupils.

Seine.—The *College Chaptal* and the *Ecole Turgot* have been made the subjects of special notices.

The municipality of Paris has established seven industrial drawing schools in different parts of the town, some of which are very successful.

Seine-et-Marne.—A private school, with workshops for the practice of manual labour at *Lagny.*

Seine-et-Oise. —*Versailles.* — Public courses of geometry, drawing, &c., supported by the town.

Seine (Lower).—*Rouen.*—Professional courses, founded by the town. The studies occupy three years; 90 pupils. There are similar courses at *Le Hâvre* and *Montvilliers*, with 30 and 60 pupils respectively.

Sèvres (Two).—*Parthenay.*—Course of agriculture, dependent on the primary normal school, chiefly intended for the pupil-teachers, to whom the lectures are given on Thursdays. The public day is Wednesday.

Somme.—*Amiens.*—Public courses, founded by the Industrial Society.*

Chemistry applied to dyeing; 100 pupils.

Mechanics; 100 pupils.

English language; 60 pupils.

German language; 20 pupils.

Tarn.—*Castres.*—Trade school, founded and supported by the municipality to give the instruction required for the local industries. It contains 39 pupils of the 1st year; 37 of the 2nd 28 of the 3rd; 7 of the 4th; and 6 of the 5th; in all, 117 pupils.

Tarn-et-Garonne. — *Montauban.*— Course of mathematics, geometry and mechanics applied to arts and trades. This course, which is public and gratuitous, was founded in 1828 under the auspices of M. Ch. Dupin. It is supported by the town. 50 pupils on the average.

Course of drawing, linear, graphic, and from the round, founded and maintained by the town; 60 pupils.

There is also a course of arboriculture and horticulture, with 30 pupils.

Var.—Farm school of *Salgues;* 33 pupils.

Vaucluse.—*Avignon.*—Public and gratuitous courses of drawing, chemistry, physics, and mathematics, founded by the town for the benefit of working-men.

Farm school at *St. Privat.*

Vienne.—Farm-school of *Monts.*

Vienne (Upper).—*Limoges.*—The Haute-Vienne Society of Agriculture, Science, and Art has here founded—1. A drawing-school for boys; 100 pupils. 2. A drawing-school for girls; 50 pupils. 3. Modelling school for boys; 30 pupils. 4. School of painting on porcelain for girls; 15 pupils. 5. School of geometry; 60 pupils.

Farm-school at *Chavaignac.*

Vosges.—Earm school at *Lahayevaux.*

Yonne.—Drawing-schools for adults at *Auxerre, Joigny, Sens,* and *Villeneuve-sur-Yonne.*

Farm-school at *Orme du-Pont.*

---

* See Evidence of Messrs. De Marsilly and Ferguson.

SUMMARY OF THE INQUIRY ON PROFESSIONAL EDUCATION.*

Various as are the questions raised by the inquiry the results of which are recorded in the preceding documents, and diverse as the opinions expressed by the persons heard, or in the reports addressed to the Minister of Agriculture, Commerce, and Public Works, it does not appear to us impossible to give a tolerably concise summary of the principal consequences arising therefrom, and above all to place in relief the more important questions which may be submitted to the Commission for discussion.

General education.

In the first place, and almost with one accord, all the persons consulted have recognized and insisted on the necessity of a degree of general preparatory instruction proportioned to the extent of professional or industrial education which is to be its complement, and which is intended to place every individual in a position to follow with success the career he may have in view, or has already embraced. But at the same time it has been as positively declared by the most eminent principals of industrial establishments, that the deplorable and far too general absence of primary instruction among even the most intelligent workmen was one of the greatest and most lamentable obstacles to the development of their faculties, and the progress of industry.

The insufficiency of the law respecting children employed in factories, as well as of that relative to apprenticeship, and above all, the irregular manner in which they are observed, tending to keep the children as ignorant as their parents, have led the same persons to express an earnest wish that effective measures might be taken by the Government not only to secure the development of primary instruction everywhere, and especially in manufacturing districts, but also to preserve children and apprentices from the abuses which have been denounced.

The inquiry has also taken cognizance of those establishments which give a general literary education, graduated according to requirements, but without professional or technical applications, and has elicited the direct relations which exist between them and the organization of public instruction in the empire. For this part of instruction, as well as for primary, the Commission could not do otherwise than earnestly recommend the Ministry on which they depend to promote their development on the largest possible scale.

The information obtained by the inquiry as to the direction given to the studies in the Chaptal College and the Turgot School, has shown that these establishments correspond, the

---

* This is a summary of the evidence given before the commission and all the documents which were submitted to it, and was drawn up by a sub-commission consisting of General Morin, Messrs. Julien, Perdonnet, Denière, and Gervais.

former to what the Ministry of Public Instruction designates under the name of "special instruction," and the latter to "superior primary instruction," one of them, the Chaptal College, receiving the sons of merchants or manufacturers, the other those of retailers and petty tradesmen. Both give a general education appropriate to the future position of the children they receive, but without the addition of any technical details whatever. Consequently, though we duly appreciate the services they render to industry, we do not think they belong to the class of establishments over which the Ministry of Agriculture, Commerce, and Public Works ought to extend its action.

Apprenticeship.

Apprenticeship and its connection with education have been the object of many investigations and questions raised during the inquiry, and the three principal solutions of which they admit have been discussed by a large number of persons.

These were generally of opinion that the workshop alone can attain the object of all apprenticeship, properly so called, namely, training the artisan and giving him the requisite manual dexterity. To combine with a real apprenticeship to the future trade the degree of instruction that all workmen ought to possess, two principal means have been successfully employed, and important information relating thereto has been communicated to the Commission. One consists in placing the school in the workshop or factory, and in compelling, either by law or internal regulations, the apprentices to attend it daily for a certain number of hours. By this means their primary instruction is improved, and completed by the addition of drawing and of knowledge specially required for their trade. Of this kind are the important factory schools at Mulhouse, Graffenstaden, Wesserling, Le Creusot, La Ciotat, Gamaches, Creil, &c., which have all been founded by the generous and intelligent efforts of the masters, and contribute not only to the instruction of youth, but likewise to attach the population to the industry which gives them education and a comfortable livelihood.

The second solution is that which has been organized by certain municipalities and private firms, but more particularly by societies of patronage, and by men devoted to the moral and intellectual improvement of youth. To choose respectable masters for apprentices, to became a party to the contract of apprenticeship, to see that its terms are duly observed, to visit the apprentice, to send him to school, or receive him at night in an establishment where he is lodged, boarded, watched over, and taught,—such are the steps taken by certain patronage societies. For example, at Arras in the Abbé Halluin's school, which has not less than 250 apprentices, and by the Christian Brothers, under the auspices of the Count de Melun, ever since 1842, at Paris, where there exist as many as twenty societies of this kind, with 3,000 apprentices, and in other towns of France, where there are about a score of similar societies. The same plans are carried out by several Protestant associations, and by the Jewish societies for the encouragement of labour, at Colmar, Strasburg, &c. The beneficial results to be obtained by this second mode of superintending apprentice-

ship have been fully substantiated by many interesting facts put in evidence before the Commission.

A third manner of preparing youth for the practice of different trades consists in establishing a workshop in the school itself, and dividing the pupils' time between study and manual labour. This plan may be applied in several ways ; but in all, to diminish the expense as much as possible, the work done by the apprentices ought to be a source of income. In most cases the workshops are devoted to special industries, sometimes to one trade only, as weaving in those of West Flanders, sewing and embroidery in the department of Calvados, clock-making or straw-plaiting in the Grand Duchy of Baden, &c. In other instances the workshops are more numerous and devoted to several trades, as in the Christian Brothers' school of St. Nicholas at Paris, where each workshop is managed by a master who contracts for the work. The evidence given during the inquiry clearly shows that, in this mode of proceeding, the intervention of the masters has the effect of accustoming the apprentice to work with the despatch required in actual business, and of enabling him, as early as the fourth year, to earn a comparatively high salary.

Besides these means of bringing the school and the workshop into intimate connection, there is another which, without absolutely neglecting to turn the pupils' labour to profitable use, aims less at giving them great practical skill in manual labour than at teaching them the best mode of doing their work, and the principles which ought to preside over its execution. The trade schools of Lille and Charleville incline towards this system, though, correctly speaking, manual labour is therein really regarded as a mere exercise, or as a preparation for the schools of Arts and Trades. At the trade school of Mulhouse and that of La Martinière at Lyons, with a few others of the same kind, the work in the shop is not sufficient to be regarded even as a commencement of apprenticeship.

But the best characterized type of the organization of the workshop in a school is presented by the Imperial Schools of Arts and Trades, in which, for three years, young men entering from fifteen to seventeen years of age daily employ five hours in theoretical studies, and seven hours in the workshop, in forging, casting, joiner's work, and fitting. The evidence given during the inquiry has shown that though the pupils of these schools may not, on leaving, have acquired any great readiness of hand or the habit of rapid practical execution, they are nearly all excellent draughtsmen, possess a fundamental knowledge of applied mechanics and the principles which ought to guide them in the execution of their work, and that after a little practice in large establishments, they can soon obtain advantageous positions and become excellent foremen. The explicit statements of M. Houel, engineer in the establishment of J. F. Cail & Co., as well as those of M. Gouin, have also called attention to the great services which the schools of Arts and Trades have rendered to the manufacture of machines, which, without their aid, would not, they assert, have been able to meet foreign competition. It has been remarked

that the three schools of this kind which exist in France being almost exclusively devoted to the making of machines, it might be of advantage to found similar ones for other manufactures.

The School for Miners, at Saint Etienne, gives the theoretical and practical instruction required for mining foremen and overlookers; but though its curriculum be thus limited, many of its pupils have subsequently become eminent engineers. However, this establishment cannot be regarded as an apprentice school, but rather as one giving technical instruction for the training of foremen. The case is altogether different with the school of Alais, which does really train workmen engaged in mining, at the same time giving them the necessary instruction.

Some institutions of the same kind, but exclusively intended for particular trades, and almost completely distinct from the school, have been described in most important evidence. The schools of weaving and spinning at Mulhouse, both quite independent of the trade school in the same town, and founded by the generous efforts of a few manufacturers; the weaving school at Amiens, established by the Industrial Society, that of Rouen, aided by the Prince Imperial's Society, also present examples to which the attention of the Commission has been earnestly directed. Similar establishments which have long existed in several German towns, as at Elberfeld, Crefeld, Berlin, Stuttgart, &c., are mentioned in the Report on Professional Instruction in Germany.

Agricultural apprenticeship.

Provision has already been made to a certain extent to meet the wants of agricultural instruction for young men who intend to become farmers or farm bailiffs; but agricultural apprenticeship for farm servants, and elementary instruction in gardening and arboriculture do not yet exist in France, except in a very few farms. They flourish, however, in these establishments, and in those which the Christian Brothers have founded at Clermont-Ferrand, Igny, Issy, and elsewhere. Germany and Switzerland present excellent models for imitation in this department in their numerous agricultural schools, where instruction, taking the primary school as the starting point, is given to young men who intend to be farmers, vine growers, foresters, &c.

Apprentice schools for girls.

The Commission has not confined its labours to the questions connected with the education of apprentices of the male sex, it has likewise devoted much attention to the industrial and commercial education of girls, for whom it is most desirable to facilitate the means of entering those occupations and employments which are best suited for their sex. Full information as to the schools of rural apprenticeship intended to train young girls to become farmer's wives and farm servants, established in Alsace, the orphanages, and work-schools in the department of Calvados, and the weaving schools in West Flanders, has been laid before the Commission, substantiating the advantages to be expected from such institutions. The schools which prepare girls for situations in trade and certain manual occupations, such as engraving, drawing, and industrial painting, sewing, &c., while

at the same time completing their primary and general instruction, as well as their moral and religious teaching, have been most attentively studied. They have supplied an instance of a well directed organization, which, responding to a want felt by society, is developing itself without any aid from the State or from the local authorities.

Education of working men.

The course to be followed, and the different means to be employed to improve and extend the education of working men already engaged in the practice of their trades, have been among the most important objects of the inquiry. The difficulties thrown in the way of this kind of instruction by the almost total absence of primary education, and especially by the general ignorance of the scientific forms of even the simplest reasoning, have been pointed out to the Commission. However, numerous examples tend to show that by combining the study of drawing with the teaching peculiar to the different industries, it is not impossible to obtain happy results. The man who is in the habit of working any given substance often indeed acquires, by a sort of intuition, a sounder and more intimate knowledge of its fundamental properties and mechanical effects than he who has limited his studies to the desk.

The industrial successes of the pupils of the La Martinière School, those of some of the most obscure and least educated attendants of public courses, the example of the practical (*real*) schools of Austria, and of some schools for adults in France, have fixed the attention of the Commission on the utility of special technical classes that might be opened for certain trades in a large number of towns, and for which professors skilled in the practice of the arts to be taught would not be wanting.

Payment or non-payment.

As means of securing regular attendance, the question of payment or non-payment has been discussed from every point of view during the inquiry, and the means of conciliating in some degree the principle of the former with the liberality of the latter has been indicated.

Public courses.

The utility of public courses of lectures opened in the great industrial centres at Paris, or limited, according to localities, within a narrow circle of acquirements appropriate to local wants, has been insisted on by many of the persons best entitled to give an opinion on such points.

Teaching of Drawing.

Among all the branches of instruction which, in different degrees, from the highest to the lowest grade, can contribute to the technical education of either sex, drawing, in all its forms and applications, has been almost unanimously regarded as the one which it is most important to make common.

Museum of Art applied to industry.

As a powerful auxiliary means for this teaching, the formation of collections of models in the great industrial centres, and especially of a museum of industrial art, which has been advocated by the artists of Paris, has been pressed on the attention of the Commission.

Higher technical education.

With regard to technical instruction properly so called, the importance of the highest order of institutions, such as the Paris

Central School of Arts and Manufactures, the polytechnic institutes of Germany, the Schools of Bridges and Roads and of Mines, which admit out-door pupils, has been abundantly manifested by the different reports which have made known their internal organization, their technical divisions, their programmes, and the tests applied to ascertain what the pupils have learned from their studies. Public notoriety and the active part taken by the pupils of the Paris Central School in the progress of our industry and in the development of public works, are proofs too evident for any doubt to remain as to the utility of such establishments, and the great diffusion of them in Germany forbids France to be content with the state of things existing within her borders.

Schools of commerce.

As regards studies purely commercial and the peculiar instruction which they require, the Paris Upper School of Commerce presents a type of a high order, the usefulness of which has been long manifested by its successes, and which may advantageously serve as a model for similar institutions. The special school recently founded by the Chamber of Commerce of the Seine, with a view of educating merchant's clerks and shop assistants, has been attended with an amount of success which must encourage the foundation of similar establishments.

Higher public instruction of the applied sciences.

The vast numbers who attend the public courses of science applied to industry professed at the Conservatory of Arts and Trades, and the assiduity with which they are followed, not only by the studious youth, but also by auditors of every rank and of all countries engaged in trade or teaching, most clearly demonstrates the utility of these courses, in which scientific and technological knowledge is imparted in the most simple manner and with strict accuracy. Being intended to keep the public well informed of all progress, and of every scientific discovery which can in any way affect the arts and industry, these gratuitous courses, always based on the principles of science and on the facts of experience, are from their very nature the most progressive of all given in France. Besides the means of giving these public lectures, the Conservatory possesses numerous and extensive collections, comprising a great diversity of models of machines and apparatus of all kinds. The oral instruction given is therefore complemented by that which may be obtained from a study of the machines themselves and the manner of working them. Its experimental gallery for machinery and its laboratories, by testing inventions and new products, keep the public duly informed of all real improvements effected, and prevents all danger of misconception as to their merits. Similar institutions, but less complete than the one above mentioned, exist on a smaller scale, but still excellent as far as they go, in several of the German States, especially at Berlin, Vienna, Stuttgart, and in Switzerland, at Zürich. But should it be deemed advisable to increase their number, experience suggests the propriety of restricting them to the wants of the local industries.

In stating all these wants and necessities of technical instruction, all the persons invited to give information to the Com-

mission, as well as the reports sent in, called its attention to the part which the State should or might take in the founding of various institutions to meet many different requirements. With almost perfect unanimity, only disturbed by a few partial restrictions in some particular cases, all the well informed persons heard by the Commission, agreed in the opinion that the Government should limit its intervention to encouraging such foundations by its moral support, by subventions, by grants of scholarships or pecuniary aid to poor but industrious students, and by other means of the same kind, leaving to departmental, commercial, and private enterprise the utmost possible liberty of action. Several influential manufacturers expressed the wish that the realization of attempts of this kind should not be fettered by the imposition of any general rules, which are nearly always too absolute.

Such is the general summary of the opinions and wishes expressed during the inquiry with which we have been charged.

General Morin,
Reporter.

LONDON:
Printed by GEORGE E. EYRE and WILLIAM SPOTTISWOODE,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.

REFORM CLUB
PALL MALL

REPORT

ON

TECHNICAL INSTRUCTION

IN

SWEDEN;

TOGETHER WITH

The Translation of the Report of the Select Committee appointed to examine the Draft of the Bill on Technical Education in France,

AND

Miscellanea relating to various Establishments for Technical Instruction in France and other Countries.

Being an Appendix to the Translation of the Reports and Notes of the French Imperial Commission on Technical Instruction, presented to both Houses of Parliament in 1868 *and* 1869.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

1869.

24598.
1207

CONTENTS.

	Page
Report on Technical Education in Sweden	1
Report of the Committee appointed to Examine the Bill on Technical Instruction in France	7
On Apprenticeship	10
On Drawing	13
What Technical Education should be	16
It requires Encouragement	19
On the Technical Education of Females	26
Means of Encouragement	29
Technical Education should be under the Minister of Commerce	31
Supervision and Inspection	32
Recapitulation and Conclusion	37
Draft of a Bill on Technical Education	39
Abstract of Reports on some Technical and Special Schools in France	44
École de Nîmes	44
School for Miners at St. Étienne	44
Professional Communal School of Rouen	45
Imperial Schools of Agriculture	48
Horological School at Besançon	49
Report and Extract from the Statistical Account of Higher Education in France	52
Abstract of the Means for Technical Instruction on the Continent	62

PREFACE.

THIS volume contains translations of Reports and Notices of some of the technical schools and institutions on the Continent which have been sent in since the publication of the three volumes containing the whole of the Report, Notes, Evidence, and Documents issued by the Imperial French Commission of 1863, translations and abstracts of which were presented to both Houses of Parliament by command of Her Majesty in 1868 and 1869.* The present will therefore be supplementary to those volumes, and reference is often made in it to passages in the latter.

---

* i. Translation of Report and Notes of the Commission on Technical Instruction, appointed by Imperial decree 22nd June 1863.

ii. Abstract of the Evidence given before the same Commission.

iii. Report on the Technical Instruction in Germany and Switzerland, with other documents laid before the Commission.

REPORT ON TECHNICAL EDUCATION IN SWEDEN.*

ALTHOUGH technical education has not yet attained so high a position in Sweden as that which it occupies in Germany, it has nevertheless contributed in a very marked manner to the development and progress of Swedish industry. Possessing but limited resources of capital and labour, it becomes necessary to compensate for these disadvantages by elevating the intelligence of the industrial classes; and hence Sweden is more interested than most other countries in the advance of technical education. The truth of this axiom has been fully recognised by the Government and Parliament, who have granted in no niggardly spirit the sums of money necessary for the support of institutions of a technical character. Indeed, considering the national revenue, it must be admitted that the grants made by the State to schools tending to promote technical knowledge—including the industrial, mining, agricultural, and naval schools—are by no means inconsiderable, as will be seen by reference to the following annual estimate:—

Technical schools - - -	£ 13,500
Agricultural schools - -	10,000
Navigation schools - -	2,500

All instruction in the schools of the Swedish State is imparted gratuitously, and this remark applies equally to technical education.

The Swedish schools for technical study may be grouped in four classes, as follows:—

1. Schools for general technical instruction of an advanced character.
2. Elementary technical schools.
3. Schools for special studies.
4. Institutions for instruction of the industrial classes in the evening and on Sunday.

Each of these several classes will now be briefly passed under review.

1. HIGHER TECHNICAL SCHOOLS.

Marieberg.

An organized military corps exists in Sweden, corresponding to the "Corps des Ponts et Chaussées," of France

* Presented to the British Government by Mr. G. R. Dahlander.

The engineers belonging to this body receive their technical instruction at the higher military academy of Marieberg, near Stockholm. A special teacher is employed for civil engineering, but the other studies are pursued in the same classes with the military students. These studies embrace the higher mathematics, descriptive geometry, natural philosophy, chemistry, mechanics, astronomy, topography, &c. Some 20 or 30 years ago this institution was of great importance, and most of the engineers now employed in the construction of railways, canals, harbours, and other works of the State, have pursued their studies at this school. At present, however, it is of comparatively minor importance.

The Royal Technological Institute.

The chief seat of higher technical education in Sweden is at present the Technological Institute in Stockholm. So far back as the year 1798 a mechanical school was founded here, and this was subsequently transformed into a technical institution. From time to time it has passed through several successive phases, and in its present shape it constitutes an establishment greatly resembling—though on a considerably smaller scale—the well-known Polytechnic Institutions of Germany. In accordance with a statute passed in 1867, the mining school of Fahlun will be removed to Stockholm, but this removal is not yet completely effected. According to the new scheme the institution is divided into two sections—a lower class in which the instruction is common to all the students, and embraces those subjects which are considered necessary as preparatory to the advanced technical courses; and an upper section which comprises special schools for mechanical engineering, chemical technology, mining, and civil engineering. In the lower class the course of instruction is completed in one year, but in the upper division it extends over two years. The session commences on the 8th of September, and terminates on the 10th of June. Students passing through the last course of the mining school are required to devote their time from the 1st of May to the 8th of September (with the exception of one month's vacation) to practical work in connection with mines, ironworks, &c.

Some of the students pass through the entire course of instruction required for receiving the diploma, whilst others enter for only one subject, or for several, according to their choice or necessity. The former class of students are required, before entering the lower division, to have a certain acquaintance with arithmetic, algebra, geometry, natural philosophy, history, geography, and grammar. The instruc-

tion is given without fee, but a fine is imposed for every lesson neglected by the student. The plan of instruction for the present year is shown in the following scheme:—

Lower Class.

	No. of Hours per Week.
Mathematics and theoretical mechanics	9
Natural philosophy	4½
Chemistry	4½
Descriptive geometry with drawing	10
Practice in the workshop	5

Upper Class.

	No. of Hours per Week.	
	First Year.	Second Year.
A.—*School of Mechanical Engineering.*		
Mathematics and theoretical mechanics	13	—
Practical mechanics and drawing	6	17½
Mechanical technology	—	3
Applied physics	—	5½
Geology	4½	—
Architecture	9½	—
Civil engineering	—	7
B.—*School of Civil Engineering.*		
Mathematics and theoretical mechanics	13	—
Practical mechanics and drawing	6	12½
Applied physics	—	5½
Chemical laboratories	8	—
Geology	4½	—
Architecture	9½	—
Civil engineering	—	12
C.—*School of Chemical Technology and Mining.*		
Chemical technology	—	4½
Chemical laboratories	8	14
Geology	4½	—
Architecture	9½	—
Practical mechanics and drawing	7	—
Applied physics	—	5½

Considerable modifications will be made in this system of instruction when the Mining School is completely removed to Stockholm. At present the number of students is 123, and the annual expense of the institution amounts to about 4,000*l.*

The institution is under the superintendence of a board of directors, consisting of four members appointed by the government and two by the Board of Swedish Iron-masters. The immediate supervision is entrusted to an administrator appointed by the government, and who also is a member of the board. A committee, consisting of all the professors, discusses any question affecting the course of instruction, and lay their proposals before the board of directors. There are seven professors appointed by government and eight by the directors.

The Technological Institute of Stockholm occupies a magnificient building, furnished with laboratories, workshops, lecture rooms, and class rooms for drawing; and provided with rich scientific collections.

Chalmers' Institute.

In the important commercial town of Gottenburg there is a technical institution consisting of two divisions, one of which constitutes an advanced technical school. This institute dates from the year 1829, when it was founded by a donation from Mr. William Chalmers, an Englishman who having settled in Sweden realised a fortune, and died in Gottenburg. Its management was afterwards undertaken by the State. As mentioned above the establishment is divided into two sections; a lower and an upper division. The lower section, however, is not, as is commonly the case, merely a school preparatory to the upper section; but it is chiefly intended for imparting elementary technical instruction to young men who desire to qualify themselves for inferior positions in the industrial art. In this lower school special instruction is given in the practical working of iron and wood, mechanical and free-hand drawing, modelling in clay and wax, and in rudimentary mathematics and mechanics. The upper division is intended for the education of builders, foremen, managers of factories, manufacturing chemists, and architects. Instruction is there given in pure and applied mathematics, including analytical geometry, the differential and integral calculus, theoretical and practical mechanics, physics, chemistry, chemical technology, geology, architecture, civil engineering, mechanical and free-hand drawing, modelling, and practice in the workshop. Each pupil is at

liberty to select his own subjects of study, but in order to receive certificates he must pass final examinations in the specified subjects belonging to either the chemical, the mechanical, or the building branches. This system has been worked with excellent results.

Chalmers' Institute is now in course of removal to a new and more commodious building, consisting of three houses, one of which contains the workshops and another the laboratory. There are ten teachers, and about 110 pupils. Several of the students come from Norway, as there is no technical school in that country. The annual expense of the institute amounts to about 2,000*l.* per annum.

2. Elementary Technical Schools.

In four of the smaller towns of Sweden, namely, Norköping, Malmö, Örebro, and Borås, there are technical schools for instruction of an elementary character adapted to those who intend devoting themselves to the industrial trades. The subjects taught are elementary mathematics, mechanical and free-hand drawing, elementary mechanics, mechanical technology, the practical working of iron and wood, physics, chemistry, mineralogy and geology, botany and zoology, languages and book-keeping. The course of instruction is intended to occupy three years. The aggregate number of pupils is about 170, and the annual expense of all the schools amounts collectively to nearly 2,700*l.*

3. Special Schools.

There are in Sweden only a few schools where special instruction is given in certain branches of industry. The school of mines hitherto located at Fahlun is now being removed to the Technological Institute in Stockholm, with which it will be amalgamated as previously mentioned. At Filipstad there is another mining school for instruction of a more elementary character; the school being supported by an association of Swedish mine owners and manufacturers.

For the benefit of the ship building trade there has been for many years a Royal School of Naval Architecture at Carlskrona, the chief harbour of the Swedish ships of war; but this school is about to be removed to Gottenburg.

Finally, a school for weaving has recently been erected at Borås, but it is not at present of great importance.

4. Technical Evening and Sunday Schools.

In several Swedish towns there are schools where instruction is given in the evening and on Sunday to persons who, being engaged in industrial pursuits, are

precluded from the advantage of education at more convenient times. With the exception of one school in the capital and another in the manufacturing town of Eskilstuna these schools receive no subsidies from the state. Several of these are well organised, and of considerable value. The school in Stockholm is especially noteworthy, being sufficiently important to rival the best institutions of a like kind in other countries. It is placed in a large building recently erected for this purpose. The course of instruction embraces mathematics, mechanical and free-hand drawing, architecture, engraving, modelling, painting, the Swedish and German languages, and book-keeping. The session extends from the 1st of October to the 30th of April. Pupils of both sexes are admitted; most of the students are workmen actively engaged in different branches of industry. At present the pupils number 1,354, of which 859 are males and 495 females. The annual expense of the school amounts to about 4,000*l.*

(Signed) G. R. DAHLANDER.

REPORT

PRESENTED in the NAME of the COMMITTEE * appointed to EXAMINE the BILL on TECHNICAL EDUCATION, by M. CHAUCHARD, Member of the Legislative Body. (Sitting of 27th July 1868.)

INDUSTRY is the moving spirit of our age. Whether for good or for evil it is certain that everything at present tends to promote the development of the industrial arts. The marvels of the Universal Exhibition are in themselves the most signal proofs of the energy of the efforts in this direction made by all nations, and of the fertility of their resources, while matter, subdued by mind, is every day becoming more and more subservient to the wants of man. The prodigies of steam and electricity have surpassed all the wildest imaginings of our fathers. In consequence of this progress duties previously unthought of are imposed on society. In by-gone days nations only strove for mutual destruction; they now struggle to excel each other. International relations have been everywhere modified, so that now there is a closer intimacy between a Frenchman and any other European than there was formerly, when each province had its own line of custom-houses. Between a Frenchman of the North and one of the South—between an inhabitant of our eastern frontiers and one residing on the shores of the Atlantic Ocean. Now that the old social frame-work has ceased to exist, and has been succeeded by another, one of our first endeavours must be to adapt a new system of education to this new state of society.

There is no excuse for a Christian nation, which does not endeavour by every means in its power to satisfy the intellectual wants, and to elevate the morals of the labouring and, too often, needy classes. It is, as Bossuet declared, the eternal honour of Christian civilisation to have espoused poverty, and to have ennobled it; to have proclaimed the dignity of the poor and the nobility of labour.

Industry, even in its grandest development, is, after all,

---

* The Committee was composed of M. Werlé, *President;* M. Eugène Péreire, *Secretary;* Baron de Benoist, MM. Gros, Chauchard, Lambrecht, Jules Simon, G. Petit, and Pamard. *See* Translation of Report on Technical Instruction (*Note by the Editor*), p. 102.

only the application of the law imposed by God on man: "In the sweat of thy brow shalt thou eat bread." It is in obedience to this law that the workman moulds matter into shape, presses, weaves, and transforms it, and makes the machines which, until we learn how to use them, often strike us with terror. To supply his wants he toils from morning till night, hammering iron, sawing or polishing wood, or hewing stone, in the workshop, in the open air, or on the bench. Another class of labourer tills the soil under a burning sun and exposed to the inclemency of the seasons. He asks from the earth for his own use a little of the bread which he procures in abundance for all. He is not to be commiserated whose lot it is to provide the food of which his country stands in need;* who devotes himself to an indispensable labour; who lives on the spot where his father lived, and with head bowed towards the ground tills the ground, contemplating, whenever he raises his eyes, the sky and the spire of his native village.

Wherever universal suffrage exists ignorance is not only an evil, it is also a vice and a danger. The vote of the humblest has a political value, for on the election day it counts for as much as the suffrage of the highest. If the working-man's mind be not enlightened his vote may be misapplied; yet the law supposes every citizen to be well-informed and discerning. With a multitude condemned never to think or act we might, if so disposed, leave ignorance to itself; with a nation of citizens we cannot be too zealous in our endeavours to bring each individual to the highest state of intellectual development compatible with his condition and habits of life. Intellectual progress is, therefore, intimately connected, *de facto* and *de jure*, with material progress and social improvement.

In France this principle is universally admitted. The Government is everywhere multiplying its efforts for the extension of education, and it is now proposed to continue and give a fresh impulse to the work. We have to take into consideration a kind of teaching intended for the masses, whom we wish to see better educated, more thoughtful, wiser, and consequently happier. What we undertake is the application of the Christian law. Stimulated by Christian charity we are anxious to diffuse useful knowledge among those to whom science has hitherto been a sealed book. Our object is to combat incapacity, self-

* "hinc patriam parvosque nepotes
. . . . . .
Sustinet."—VIRGIL, *Georg.*, lib. II. v. 514.

abandonment, vice, and misery. A suitable education will render the working-man intelligent and skilful; it will make him sensible of his moral value, preserve him from degradation, and assure his welfare. There will doubtless always be inequalities, but pauperism of mind and body will have disappeared.

A man who can neither read, write, nor cast accounts, may be said to know nothing, or next to nothing: technical instruction, the indispensable complement of elementary instruction, will enable him to turn to good use his talents, his natural taste, and his manual dexterity. There is no element of industrial production more certain or more prolific.

A man with routine for his only guide is soon reduced to a kind of automatic existence. His mind becomes atrophied. His heart is good, perhaps, but with a native goodness incapable of expansion. The untaught artisan will always fall far short of moral and intellectual perfection. Let us give him a clear view of something better. Let him have a full perception of his trade or his art; let him hear and understand useful lessons; let him become acquainted with processes more and more perfect; let him learn to use his intellect every time he moves his arms. Every bit of knowledge that makes its way into his mind will be like seed sown in good soil, bringing forth fruit a hundredfold.

On taking a general view of the industrial arts we see that science is gradually substituting ingenious machines, processes, and inventions, for the muscular force formerly employed. Man has emancipated himself from the greater part of the work requiring nothing but brute force. Whatever art or trade we may pass in review we observe an analogous phenomenon. The applications of science are gradually taking the place of rude and ignorant processes. What was formerly the result of some special aptitude, of mechanically acquired habit, or of what may be called the rule of thumb, is now taught with certainty, and placed within the reach of every intelligent and persevering man by a clear statement of first principles, and rules founded on calculations; in short, by technical science.

Technical education must be of an essentially professional character, and it should always combine practice with theory. By practice the master knows what is really useful and what is not; experiment is the true basis of science. The instruction given by the master must be capable of prac-

tical application: it is his duty and his business to teach others to profit by the experience he has acquired.

Progress in trades and arts seems to have no limit: to be convinced of this fact, we have only to look back at the successive universal exhibitions of late years. This progress imposes on each nation the obligation of ascertaining what is passing in other countries, under the penalty of being soon left behind, perhaps for ever, in the race. France has hitherto proved that her industry had no rival; but emulation is everywhere excited; all are striving to reach our level, and, if possible, deprive us of our superiority. What is certain is, that henceforth the most powerful nation will be, not that which owns the most extensive territory, nor even that which has the largest population, but that which shall be the most industrious, the most skilful, the best educated, the most capable of utilising all the means of action which science places at man's disposal to aid him in triumphing over matter. The greatest and most perfect producer will be the first nation in the world.

Guided by the genius of our engineers, mill-owners, and manufacturers of all kinds, our artisans have produced admirable works. France is largely supplied with all the appliances and machinery of civilisation. Let her industrial army have the consciousness of its vocation, let it feel its honour engaged, and never suffer a single day to pass without improvement, or without preparing itself for new victories. By technical education, France can keep alive the sacred fire in the heart of this valiant army, and secure the uninterrupted triumph of French industry.

On Apprenticeship.

Never have the working classes of France been the object of more sympathy than at the present time; never has any government laboured so zealously as the second empire for the improvement of their social condition, in accord, on that point, with the universal feeling of the country. To moralise and educate is the ardent desire of all thinking men.

One of the gravest of the questions raised by the Bill submitted to your consideration, is that which regards the early training of the young workmen—the question of apprenticeship. Here we encounter a host of difficulties. To give validity to contracts or indentures of apprentice-

ship; to guarantee the rights of the apprentice against the encroachments of the master; to make the apprenticeship real; to make it impossible for parents to break their contracts without appealing to the Councils of Prudhommes or the competent tribunals—such is a part of what remains to be done, and the questions to be decided are no less delicate than important. We have to protect the weak, to secure the proper treatment, both as to mind and body, of the rising generation; we are the guardians of the defenceless; our duty is to dissipate ignorance, in order to diminish vice and misery; our object should be to win over the poor and the weak to civilisation, foresight, thrift, and self-respect, and thus to form a working class which shall be a beneficial power in the State.

In the great centres of population, and especially in Paris, the practice of taking and training apprentices is gradually disappearing. The number of contracts of apprenticeship is constantly decreasing, and the number of apprentices who have the benefit of indentures is quite insignificant compared with the vast multitude of the artisan population. Even with a contract of apprenticeship, the future workman is not always sure of attaining a competent knowledge of his trade. As a general rule, nothing is less certain than the proper execution of such contracts. The habit seems to be common of regarding the apprentice, at least during the first years of his time, as a menial or porter. He is everybody's messenger, at the beck and call, not only of his master, but also of the journeymen and even of the other apprentices, his seniors. After a long day's toil, he probably has not done a single stroke of the work for which he entered the establishment. Fortunate, indeed, is he when he has not been exposed to blows, or at least verbal abuse; when he has not learned from the conversation, songs, or example of the adults, things of which he ought to remain ignorant. For him, but too often, moral depravation is added to loss of time.

When the master is not absolutely unmindful of the obligations on him, he frequently turns to his own advantage any particular aptitude he may have noticed in the lad; by being constantly kept at one kind of work, that for which he has most liking, the apprentice learns that well, but nothing else. In this way he earns money for his master, but he himself is condemned always to remain an imperfect workman. What he knows of other parts of his trade will be of little value, as he will not

have acquired it by long practice, but only by occasionally watching a comrade who works by his side, and who is not always disposed to give explanations.

Happily there are some masters who take a serious view of their duties. These are true fathers to their apprentices. They keep a constant watch over them, encourage moral habits, forbid improper acquaintances, and duly warn parents or guardians. But it would be a mistake to judge the generality of masters by these honourable specimens. A great number take apprentices, not for the purpose of training skilful artisans, but because in his first years an apprentice costs less than a porter, and afterwards takes lower wages than a journeyman.

The provisions of the law on the moral obligations of the master are not of themselves insufficient, but they are too seldom enforced. Nearly all the disputes arising from a violation of the law in such cases are settled by cancelling the indentures.

The wrongs are not always on the side of the master. The apprentice will leave before his time has expired. He deserts the shop where he is bound to work without wages, for one where he will receive pay; and one where he gets less than the full wages of a journeyman for one where he will receive his whole earnings. He ought to be liable to punishment for this conduct, but in such cases his responsibility is nearly always illusory. In a large town it is often impossible to trace the runaway. The master has his remedy against the parents, but what damages can he recover from people whose income is barely sufficient to supply the necessaries of life?

The remedy for this deplorable evil might perhaps be found in extending to apprentices the obligation of keeping a pass-book (*livret*): in the case of the journeyman this has been found to be a certificate of good morals and capacity, and a sure means of obtaining for him employment and protection. Would not the pass-book be, in the case of the apprentice, a guarantee of the faithful execution of the contract made with the master, and afterwards a recommendation in the eyes of those who should employ him as a journeyman? The strict observance of apprenticeship contracts would be a social benefit: technical instruction, in its first stage, would no longer be a fiction, as it too frequently is at present.

The public mind is very solicitous about the proper education of children intended for industrial occupations. A Bill has been promised to amend the law of 22nd March

1841, which concerns only such workshops as employ more than 20 hands. Now, the fact is, that establishments with a smaller number of workpeople are those where most apprentices are found; in such houses the evil most extensively prevails, and there the remedy is most wanted. It has therefore been proposed that the working hours of children in manufactories shall be diminished; that the day shall be divided between the workshop and the schoolroom, so that children from 8 to 12 years of age may be placed in more favourable circumstances for the development of their physical and intellectual energies. Eminent industrial authorities, M. Jean Dolfus, of Mulhausen, and Mr. Baker, inspector of factories in England, are agreed that manufacturers lose nothing by reducing the duration of children's work, and that children well employed during six hours give as great an effective result as in eight hours' work under existing conditions.

On the other hand, the Philanthropic Society,* composed of earnest, zealous, and honourable men, has for its object the amelioration of the condition of apprentices and children employed in factories; and while respecting the liberty of manufacturers and the authority of parents, endeavours to enforce the laws on apprenticeship and on the employment of children in factories.

Thus, in all quarters there is an earnest desire to discover the most efficacious solutions of the complicated problem of early technical education.

On Drawing.

By universal consent the art of drawing holds the foremost rank among the studies necessary for the artisan and the manufacturer.

The universal exhibitions which have been held since 1851 have left no doubt on this point.

In 1852 England became sensible of her inferiority in what are properly called the industrial arts. She undertook the task of purifying the public taste, of popularising a feeling for pure and elegant forms, and of everywhere diffusing and encouraging the art of drawing. The *Art Department*,

---

* *Society for the Protection of Apprentices and Children employed in Factories.*—This Society, which has already done much good, and is destined to do much more, was declared an institution of public utility by Imperial decree, dated 4th July 1868.

established at South Kensington, was charged with giving a uniform direction to the movement. Powerful associations founded schools on all sides. The Government, on its part, made great sacrifices in support of these efforts, on condition that the teaching should be conducted in conformity with its views. Teachers were trained at South Kensington, and dispersed in great numbers through all the towns of the United Kingdom. In a few years a complete revolution had been effected. The French jury at the Universal Exhibition of 1862 were struck with the great progress made by the English in the application of the arts of design to manufactures. They were even alarmed for our superiority until then undisputed, and earnestly recommended France to be on her guard, and to improve by every possible means the teaching of the arts in which she had already attained a high degree of perfection.

France followed this wise counsel. She has done much, but a great deal still remains to be done. Paris can boast many excellent drawing schools. Lyons, Marseilles, Rouen, Lille, Mulhouse, Amiens, Valenciennes, Clermont, and several other towns, leave little to be desired. It must, however, be confessed that the manufacturing towns in which the teaching of drawing is thoroughly established form exceptions. In the majority the methods are antiquated, the examples imperfect. It is most desirable that the modes of teaching which have been so successful in La Martinière school at Lyons and in the municipal schools of Paris should be everywhere adopted and practised. Nothing can be more in harmony with the interests of the working classes; nothing better calculated to promote the progress of our manufacturers; nothing more in unison with the general character of a policy the great object of which is the intellectual and moral progress of the people.

For centuries past France has held a kind of monopoly in the manufacture of certain articles which require taste in conception and grace in execution. To cultivate and develope whatever is ingenious in the French mind is the way to assure the perpetuity of our success, even in presence of the improvements made by foreign manufacturers. The study of drawing exercises both the eye and the hand, gives a true appreciation of correct and pure forms, inspires a love of the beautiful. Examples judiciously selected from among the most perfect types cannot fail to give more complete satisfaction to the tastes and requirements of our times. The beautiful will always be united with the

useful. Our workmen will prove themselves artists even in the production of the commonest articles.

We must not omit to mention what is still wanting in most of our manufacturing towns with regard to teaching drawing.

Graphic or linear drawing, which is used for machines, plans, and architecture, generally gives satisfactory results; but in the case of ornament the examples and teaching are almost everywhere defective. The study of the human figure and the imitation of nature is, according to the official reports, everywhere deficient and neglected.

It is, therefore, urgent to remedy this state of things wherever it may be observed. Nor is it less urgent to establish, in every town where it is still wanting, that kind of instruction which everybody acknowledges to be necessary, to enable artisans of every class to obtain accuracy in their work, and to give it the charm of a finished execution. Workers in iron, bronze, and the other metals, in wood, in earthenware, all those who produce articles of use or ornament—in fact, the whole industrial population, will gain in intelligence, knowledge, taste, and practical skill, and every improvement will become in its turn a source of advantage by raising the scale of wages.

As far back as 1865 the Legislature was convinced of the advisability of extending as much as possible the teaching of drawing. In organising special secondary instruction, it introduced a modification of the law of 15th March 1850, permitting, even in the primary schools, the teaching not only of linear drawing, which had been already sanctioned by Art. 23 of that law, but also the drawing of ornament and drawing from nature for classes of adults. The teaching of drawing in all its branches has thus been introduced into the programme of elementary education.

What was then done for primary schools was only the first step in the path which must be perseveringly followed up. The example set by the city of Paris after the ratification of the treaties of commerce is a certain guarantee of ultimate success. Paris has increased the number of its drawing schools, has organised them in an intelligent manner, has made a judicious choice of excellent examples, and has secured a regular supply of able professors by public competition. These measures have had the effect not only of preserving, but also of improving taste in the workshops of the capital. Thus have the artists of Paris become more and more remarkable for certainty of eye

and hand, and at the same time have reached a higher intellectual level. The same holds equally true of the progress made at Lyons. Such are the models that we propose for other towns. We entertain no doubt, that the teaching of drawing will everywhere receive the powerful impulse which the present condition of our country's industry imperiously demands.

What Technical Education should be.

In the opinion of your Committee, technical education, in its different degrees, ought to be simple, practical, manifold, free, and, above all, economical. It is requisite for all. We have not to enter into vague considerations on the objects which regard this or that trade, but to teach things of striking and immediate utility.

The forms of this instruction are innumerable. It varies according to its thousand practical applications, according to localities, according to the age or capacity of those for whom it is intended, according to the infinite diversity of the things it treats. It is desirable that all persons disposed to aid in the work should be able to let others profit by their knowledge and experience. There is an infinite variety of wants; let us leave full liberty to all who can aid us in satisfying them.

Let us open courses of lessons rather than permanent schools. Let us not found salaried professorships, which after a while might render no service corresponding with their cost. None of us would recommend the establishment of an industrial university. All we have to do is to foster the development of the activity of energetic men eager to benefit their fellow-creatures.

A technical school need not be a school of apprenticeship. What is the use of fitting up public or private workshops at a great expense? The industrial schools under the management of the Government are costly establishments, and their utility may be fairly doubted. The pupils of those schools do not always make good foremen. They are often ignorant of manufacturing progress, of the new processes employed in the trade they practise. The industrial schools of the State, with their teaching, their traditional and unchanging programmes, have been, not without reason, compared to the old encyclopedic manuals of trades, which have been stereotyped and are now sold just as they were compiled some 20 or 30 years

ago. Institutions free from State control will be more enterprising, less confined to routine, more attentive to progress, and will take advantage of all the discoveries of science, and of all the improvements in the arts.

Your Committee is of opinion that the Government ought to do no more than encourage, assist, and in certain cases supply a deficiency of funds. It should not interfere actively, unless private initiative be absolutely wanting. It has been justly remarked that the State has quite enough to do with education. Let the Government limit its action to overlooking, stimulating, encouraging, and rewarding; and that will be enough.

We have not to discuss the opinion of those who are anxious to see technical instruction raised to the dignity of a Government institution. The new establishments must be permitted every liberty and be everywhere varied. In some places associations will found practical schools intended for such or such a trade; in others, the workingmen of this or that profession will request some Nestor from among their elder comrades to initiate them in the secrets of his long experience. Courses of lectures will be founded to meet the requirements of local industries, and will be placed under the control of constituted bodies and of the presiding authorities, or in the hands of the most enlightened men of the district.

Technical education is exposed to a twofold danger; it may err by excess of theory or by excess of practice. The instruction given must not leave in the head only vague ideas, nor must it reduce the apprentice to the state of a machine giving motion to another machine. Theory and practce must advance *pari passu*, the tools must be used with intelligence, the mind must be strengthened and elevated, while the hand is acquiring steadiness and skill. By establishing this desirable equilibrium, the artisan will be raised from that social inferiority with which he is often reproached.

True technical instruction has for its object to teach the young workman how to make the best use of his raw materials, how to profit by all the improvements discovered by science, by all the contrivances and processes which experience and observation have revealed, and to initiate him in the knowledge requisite for the special branch of industry in which he has cast his lot. To increase his technical knowledge and improve his moral education is the twofold object society ought to have in view.

Apprenticeship to a trade does not really require more than a limited number of general processes to train the eye and the hands, to develope experience, and to teach means of execution which economise time and labour.

The technical school may be whatever you please; a college of apprentices, a communal *lycée* for aspirants to the Government offices, a nursery for young artisans, or an agricultural colony, like those already existing in many of the provinces; a municipal course of lectures, workshops for apprentices, or simple lessons addressed by an experienced workman to his comrades.

We are now speaking of what may be properly called primary technical instruction. As for secondary instruction it already exists, as does also superior instruction. We must not forget that the State maintains Schools of Arts and Trades at Aix, Angers, and Châlons; that a multitude of other schools have a similar object; above them all, there are the Central School and the Conservatory of Arts and Trades.

It is evident that the practice of a trade ought to be the principal object of technical education; but perfection, even in this practice, requires much more on the part of the workman than the mere mechanical repetition of what he has done before. From among many trades more or less difficult, let us choose one which will place this truth in the fullest light. The cabinet maker, for instance, ought to have at his disposal all the tools necessary to aid his skill and save his labour; he should not be left in ignorance of new inventions and of improvements in his tools, nor of the processes of other workmen; he must know the qualities of the raw material he uses, the making of joints, the chemical properties of the substances he employs, such as glue, wax, varnish, &c., the effects of damp and heat, the action of the atmosphere in the different stages of manufacture,—in short, everything that contributes to good workmanship, elegance, precision, finish, and strength. He ought to give due consideration to relative cheapness, to the circumstances under which the work is executed, to the greater or less simplicity or richness appropriate for the article he has to make, and which he ought to deliver as perfect as possible.

In the complicated art which we have chosen as an example, what service might be rendered to workmen by the experienced foreman, who, as an intelligent and skilful teacher, would devote his evenings to combating routine

by explaining the best methods and processes of manufacture, as well as the improvements and secrets of his craft. If, in every trade, the most intelligent and cleverest workmen, the first-rate hands, the men of acknowledged merit, were to become the guides of youth and the expounders of theory combined with practice, what immense progress might we not expect?

Without dreaming of a chimerical Eden, how great benefits would be conferred by a technical school in which the lad, to-day an apprentice, to-morrow a journeyman, would see taught and practised in addition to lessons with the compasses and the square, the most scrupulous honesty, the old-fashioned commercial probity, while everything resembling deception or fraud would be properly reprobated, and the pure and simple morality of honest men exalted. He would thus, while learning the rudiments of his craft, be trained to the love of order, to a sentiment of personal dignity, to respect for the principle of authority, and would learn to shun the unwholesome pleasures of idleness and dissipation.

Such instruction, simple, easy, economical, and essentially practical, given in a school where workmen or foremen could teach their respective crafts in a manner and language easily understood by their young comrades, would be, above all others, most worthy the encouragement of the State.

As for those who may wish to attain the higher degrees of science and art they will go elsewhere. The means of learning are everywhere within their reach.

Technical teaching being open to all there will be no want of masters.

Thus will our working men advance in knowledge and morality, and France will have throughout her territory, instead of ignorant and drunken workmen, a host of worthy artisans, true soldiers of art and industry, men capable of doing her honour, and of acquiring our esteem and respect.

Thus also shall we assure the defence of our menaced national industry. The dreadful decline which is daily predicted will be definitively prevented. France will maintain her long-existing supremacy; she will even, by the progress of technical education, make further advances in industrial prosperity and glory.

Technical Education exists, and only requires Encouragement.

Technical education begins where primary instruction ends. Twelve is the usual age at which children enter the

workshop or the farm, and begin the apprenticeship to the trade which will enable them to earn a living. If the years of childhood have been properly employed, the apprentice will have received religious instruction, and made his first communion; he will know how to read and write; he will be sufficiently versed in arithmetic to perform the calculations indispensable for the ordinary purposes of life. He is, therefore, prepared for the technical instruction which we have endeavoured, not to define, but to explain. This instruction, as required for his future trade, will be obtainable almost everywhere.

Undoubtedly, in the present state of things, there are many districts without such schools, and it is precisely to meet this deficiency that the present Bill has been proposed. Energetic encouragements must be given to multiply these means of instruction for all trades; but there is no want of models, both excellent and numerous. France possesses such institutions in many places, some of long standing and flourishing; others of recent foundation, but full of life and vigour, all sprung from local necessities, and happily answering their object. We cannot enumerate all of them. We will only indicate a few of various kinds among those which have most struck us.

Paris contains a great number of special workshops for apprentices. One of the most remarkable is that of St. Nicolas, in the Rue de Vaugirard, founded by Bishop Bervanger, and managed by the Christian Brothers. Your Committee has visited this institution, and been greatly interested in it.

Paris, Orleans, Nancy, Nantes, &c. have societies for the protection of apprentices.

The Philomathic Society of Bordeaux has classes for adults, and *workshop classes* for stone-cutting, joinery, carpentry, and naval constructions. The town also supports a course of technical lectures.

Le Creuzot, besides its primary classes attended by nearly 4,000 children, has special classes for founders, smiths, turners, fitters, modellers, and moulders.

At Condé-sur-Noireau, in Calvados, there are technical classes supported by the town, which are especially intended to train foremen and workmen for the local industry (cotton spinning and weaving).

The technical school at Charleville, founded by M. Rossat, is highly prosperous, and renders great services in the Department of the Ardennes, the seat of numerous manufactures.

The same may be said of the school at Nancy, founded by M. Loritz, and at present conducted by M. Tabellion. The number of boarders is 100. The courses and classes are supplemented by workshops to train young men for industrial professions and trades.

Besançon has a school for watch and clock makers.

In 1863 the Government founded at Cluses, near Annecy, in Upper Savoy, a school for watchmaking. Cluses contains about 2,300 inhabitants, all engaged in the watch manufacture.

Mulhouse, besides its technical school, has a theoretical and practical school of weaving by machinery, and a spinning school, both founded by the private enterprise of the manufacturers.

At Amiens and Rouen there are also schools for weaving by machinery, the former founded by the Industrial Society, the latter aided by the Prince Imperial Society.

The technical school founded by the town of Clermont has not less than 250 out-door pupils.

The technical school at Castres, situated in a very important centre of manufactures, for which it is particularly intended, satisfies the wants of both the middle and working classes.

Avignon has gratuitous classes for drawing, mathematics, physics, chemistry, the preparation of madder, painting on glass, &c. These classes, opened by the town for the working people, give excellent results.

Nîmes has a municipal school for manufactures, and a drawing school for patterns of tissues.

Le Puy has an industrial school, chiefly intended to teach lace-making; and there is a similar establishment at Mende. At Bailleul (Nord), the lace-making schools are attended by at least 800 out-door pupils.

The village of Courcelles, in the centre of the Nogentese district (Haute-Marne), has a professional school for chasing in metals.

Lézardeau, in Finistère, has a practical school for irrigation and drainage.

At Igny, in the Seine-et-Oise, there is a school for gardeners.

Technical education is given in the large engineering establishment at Graffenstadt, near Strasburg.

At La Ciotat there are professional classes for the workmen in the employment of the Messageries Impériales.

At Wesserling (Haut-Rhin), there is a remarkable combination of technical schools.

At Guebwiller, in the same department, an enlightened manufacturer, M. J. J. Bourcart, has organised popular classes which answer the threefold object we propose: of increasing the value of the operative's work, by developing his intelligence; of improving the work, so as to compete advantageously with the foreigner; and of improving the working class by education.

It is sufficiently evident from what precedes that technical teaching does not admit of being regulated according to any uniform system. It would be crippled between the straight lines of any symmetrical plan. Its variety is infinite, and it requires full liberty of action. It assumes, in every district, in every town, in every workshop, the character required by the nature of the local industry. It does not replace the workshop, but aids and developes the instruction given there. The best technical school will always be a well-conducted workshop; but a good workshop will require to be complemented by technical instruction.

The Government ought to promote the development of this teaching in all possible forms; drawing schools, technical schools, apprentice schools, evening classes for the application of the mathematics to the arts and to industry, lectures on chemistry and physics, applied to the industrial arts, and especially to dyeing, town sewing schools, charity sewing schools, &c., &c.

So much for what concerns the part of technical education which we call primary. This is the branch applicable to the greater number of workers. But the industrial population is not solely composed of artisans and labourers. Many industrial professions require a much higher degree of instruction, such as that for foremen, overseers, conductors of works, engineers, &c. The law under which special secondary education has been established fulfils all the requirements of these professions. Secondary technical teaching is, indeed, virtually contained in special secondary instruction.

Wherever the special teaching has reached its full development, technical teaching is in active operation. It is indeed scarcely possible to study the applications of science without practically using the instruments employed in industry and the arts. The councils of improvement attached to public schools have never omitted, when the municipal budgets could meet the expense, to establish in connection therewith workshops in which the pupils might practice the arts of which they had learned the theory. At the normal school of Cluny, for instance, a thorough technical education is given. The college of Alais, too, is

chiefly a technical school, in all matters concerning metallurgy and silk-growing; and at the Lycée of Napoléonville, the teaching of the classics and science has been supplemented by a course of practical agriculture appropriate to the requirements of husbandry in Brittany.

Even before the enactment of the law on secondary special instruction, there were already in France several excellent establishments in which such instruction might be obtained.

Such is the School of Arts and Sciences at Lyons, called the Martinière School, from the name of its founder and benefactor, Major-General Martin, a native of Lyons, who died in 1800 while in the service of the English East India Company. The object of this school, opened in 1831, is to give the sons of workmen, petty manufacturers, and tradesmen, gratuitous education in the sciences and arts applied to industry. Thanks to the excellent method of instruction, the pupils at this school make good use of their time and talents.

Le Hâvre possesses an industrial school, well attended and flourishing, under the management of M. Maras, a gentleman devoted to the progress of youth.

Lille has its imperial school of industrial arts and mining. Its director, M. Bernot, spares no effort to make the school useful to the industrial population of the district.

The Industrial Society of Rheims has founded courses of political economy, sanitary science, mechanics, geometry, and drawing, applied to the manufactures of the town. The town on its part has for more than thirty years past borne the expense of gratuitous courses of mathematics, physics, chemistry, and drawing, which are very numerously attended. The municipal council last year voted the sums necessary for the immediate erection of spacious buildings, in which will be installed a technical school with accommodation for five hundred pupils. This school is intended to train foremen and manufacturers.

The establishments of which we have been speaking are very important, but still they are not the largest schools for technical instruction. There are others in considerable numbers, and belonging to different branches of industry, which impart an education of a still higher order. Of these we will only mention the upper industrial school of Metz, which has nearly 300 pupils; the upper trade school at Nantes, which has long flourished; the school for master working miners, established at Alais in 1843, which has

produced excellent results; and, lastly, the celebrated mining school of St. Étienne, which for half a century past has supplied distinguished engineers.

We need not dwell upon the services constantly rendered to international commerce by the Upper School of Commerce, founded, after the revolution of 1830, by the economist, Adolphe Blanqui.

Paris also has the Central School, founded in 1864 by the Chamber of Commerce.

The Imperial Schools of Arts and Trades at Aix, Angers, and Châlons, turn out well-trained and skilful factory managers and foremen. The number of pupils is large, the total for the three schools having for some years past averaged about 900.

The Central School of Lyons, founded in 1857, and managed by M. Girardon, has for its object to meet the manufacturing requirements of the district, and especially of the silk trade, of which Lyons is the principal centre.

The Central School of Arts and Manufactures at Paris, which has assumed such an extraordinary development, and in its teaching almost rivals the Polytechnic School, the School of Bridges and Roads, and the Schools of Mines, may be regarded as the culminating point of technical education properly so called.

The Conservatory of Arts and Trades may be said to hold the same place with regard to industry as the Sorbonne or College of France does to literature and science, and is, therefore, entitled to the first place in the whole system of industrial education.

We do not count among the schools of technical instruction the Imperial School of Bridges and Roads and the Imperial School of Mines, which have altogether special objects; yet out-pupils are admitted to them on certain determined conditions, and they may be regarded as contributing in some degree to the progress of private industry.

Technical instruction applied to agriculture has at all times occupied the attention of good citizens, local authorities, and the Government. Many institutions have been founded with a view to promote the progress of this industry, the oldest of all, the profession *par excellence*. No one will dispute the importance of diffusing sound agricultural and horticultural knowledge. But this instruction has not to be created; it already exists; we have only to encourage and develope it. Individual enterprise, free from all State control, has already obtained very remarkable

results in this way. For instance, we have the normal agricultural institute, founded by the Christian Brothers at Beauvais, with the support of the principal inhabitants of the Oise, and now in a flourishing state. The agricultural instruction given in this establishment diffuses through the whole district a knowledge of new methods and of the latest improvements.

The Minister of Agriculture has the right to aid in the encouragement of these technical schools, and his budget affords him the means. Whenever local patriotism conceives a happy idea, and makes an effort to carry it into execution, the Government is bound to prevent any hopeful scheme from being nipped in the bud or arrested in its development for want of resources.

With regard to technical instruction, the joint action of the Ministers of Agriculture and of Public Instruction cannot fail to produce satisfactory results. By their means the school properly so called may be combined with practice in the workshop or in the field. Measures have already been taken to teach the elements of agriculture and horticulture in the rural primary schools.

There are public courses of agriculture in a certain number of towns, as at Amiens, Beauvais, Besançon, Bordeaux, Nantes, Quimper, Rouen, Rodez, Toulouse, &c. The lessons are given by paid professors. In some cases the expense is borne by the towns ; in others the professors are paid by the State. We highly approve the expenditure made for this purpose by the Ministry of Agriculture. We even wish to see these courses multiplied and extended to all the centres of any importance.

The Government, as everybody knows, supports Imperial Schools of Agriculture at Grignon (Seine-et-Oise), Grand-Jouan (Loire-Inférieure), and at La Saulsaie (Ain). The breeding-studs have a complete administration. The Imperial sheep-farms and dairies are establishments actively engaged in technical education. More than 50 farm-schools are in operation in different parts of France. Agriculture even has what may be called faculties of medicine: the three great veterinary schools of Alfort, Lyons, and Toulouse.

The long enumeration we have given of the different institutions for technical teaching is far from being exhaustive. A whole volume would be required to do full justice to the subject, and we have only been able to give a few instances in support of the ideas which we had to express. For further details we refer the reader to the *Inquiry on*

Professional Education,* published by the Ministry of Agriculture, Commerce, and Public Works; to the Report made in the name of the Committee on Technical Education by General Morin, member of the Institute, Director of the Conservatory of Arts and Trades; to the Reports of the Commissions of the Universal Exhibition; to the Declarations of the Chambers of Commerce; to the works of eminent authors, who, since 1830, have thrown light on all the aspects of the question relating to the intellectual improvement of the working classes. Of these we may especially mention MM. Guizot, Saint-Marc-Girardin, Michel Chevalier, Emile de Girardin, Jules Simon, Louis Reybaud, Perdonnet, Levasseur, Audiganne, Pompée, Tresca, Marguerin, Charles Robert, Migneret, Darimon, Demogeot, Bertrand (of Grenoble), De Laveleye, Roux, &c., &c.

The conclusion to be drawn from what precedes is, that our present laws, properly understood and well applied, will satisfy all requirements.

France gives, or can give, a suitable education to her artisans and to all those whose future well-being will depend on their industry, good conduct, and thrift. France is still better able to supply what is required for the well-to-do industrial class, in which the son is naturally called to take his father's place, or else to engage in a similar business elsewhere. But we must again repeat that there is, and always will be, much to be done, and let us strive to attain the greatest possible degree of perfection. Wherever the general voice proclaims that something ought to be done, let the necessary means be supplied without hesitation. Let us stimulate the lukewarm, support the enterprising, subsidise the poor, favour private initiative; let us encourage in some shape or other all useful undertakings. Technical instruction in all its stages will be freely multiplied everywhere, and we shall have contributed to increase the riches, grandeur, and prosperity of France.

On the Technical Education of Females.

The law of 1867 on primary instruction is not limited to boys' schools only; it also assures to those who will one day be women, wives, and mothers, the benefits of elementary education. The State ought to extend this work of

* Translation of the Report of the Commission, and Notes on Technical Instruction, Abstract of Evidence given before the Commission and Report on Technical Instruction in Germany and Switzerland. *Presented to both Houses of Parliament*, 1868 and 1869.

reparation by favouring the development of technical education for females, as it has done for males.

It may even be asserted that workwomen stand in need still more than men of the aid and enlightenment of science.

The occupations which were formerly the exclusive province of women have been for some time past more and more followed by the other sex.

The sewing machine again has caused as great a revolution in the condition of sempstresses of all kinds as the mule-jenny did among the women employed in spinning.

Since machinery has encroached on the natural domain of women, they must endeavour to extend their sphere of action in other directions. They have taste, lightness of hand, and an aptitude for imitation. Let us facilitate their access to the industrial arts, some of which seem especially appropriate to them. It has been abundantly proved that they are capable of excelling therein. The manufacture of pasteboard articles, the re-touching and colouring of photographs, colouring of prints, engraving on wood and even on metals, making certain parts of watches, painting of fans, painting on porcelain and enamel, &c., are occupations which require no great exertion of muscular force, and are perfectly suitable for females.

By facilitating for girls the studies by which the knowledge necessary for practising the arts connected with drawing, a twofold advantage is secured; women have a wider field for their efforts, and the very nature of the work by which they gain their living allows them to remain at home, and fulfil their duties as wives and mothers.

An industrial school for girls is the complement of the drawing schools, the link which connects those schools with social realities, the point of union between study and the production of useful articles, between the pupils who cultivate the beautiful and the manufacturers who command the execution of beautiful things.

Successful efforts have been made within the last few years in this direction.

A society for the professional education of females, under the highest and most distinguished patronage, has succeeded in founding two schools, one in the Rue Turenne the other in the Rue de Laval, to which it has been removed from the Rue Rochechouart.

A similar school, founded by the Princess Charles de Beauveau, exists in the Rue Richelieu.

The Viscountess d'Anglars has founded at Neuilly the House of Notre-Dame-des-Arts, a superior professional school, a kind of *conservatoire*, maintained by voluntary subscriptions. This establishment is intended for the education of girls who are preparing for trades connected with the industrial or decorative arts, or for teaching accomplishments. After a sound general education the various applications of drawing and music are the principal subjects of instruction. The pupils on leaving are, according to their capacities, sufficiently versed in some art or accomplishment to earn a livelihood.

There is a business in Paris which employs above 10,000 persons almost exclusively followed by females. We mean the artificial flower and feather manufacture. At the head of this trade there are many most respectable manufacturers who are fully aware of the importance of everything connected with the training of young workwomen. They have just founded a society * intended to aid female apprentices, to serve as an intermediary between families and masters, to secure favourable conditions of apprenticeship, and to see that girls are placed only in houses where they will receive good examples. We rejoice over the great development of this graceful and ingenious trade. The workwoman engaged in making flowers and feathers is not obliged to leave her home every day for the workshop; she need not work out of doors, as all she has to do is perfectly compatible with family duties.

The municipal administration takes great interest in the progress of the artificial flower trade, and a professional school for the study of flowers in a decorative point of view is about to be opened in Paris under the auspices of the city authorities.

Mdlle. Eugénie Hautier, directress of the communal drawing school of the ninth arrondissement, established in 1865, in connection with her school, practical courses of instruction in the industrial arts. The girls who have been assiduous students in the drawing classes learn in these courses how to apply the art to manufacturing purposes, so as to earn a livelihood. Being at the same time a school and a workshop, Mdlle. Hautier's institution gives both instruction and employment. The pupil thus finds practice by the side of theory, and receives encouragement in seeking resources for the future.

* Société pour l'Assistance paternelle aux Enfants employés dans les fabriques de fleurs et de plumes.

It is especially with a view to the future that we should interest ourselves in the prosperity of such establishments. The young girl who has acquired the means of earning a living by an honourable and pleasing occupation is protected from the dangers which menace poverty. She possesses that moral independence without which it is difficult to have a proper feeling of self-respect. She is her own mistress, and is well able to take care of herself.

Means of Encouragement.

Technical education, as we have seen, exists in France in all its degrees, primary, secondary, and superior; but as we have also seen, there are still some deficiencies, and it is the interest of the State that these deficiencies should be supplied. This most desirable end will, in our opinion, be best attained by giving proper encouragements. This may be done in various ways.

Your Committee believes that the most efficient is to allow a considerable yearly sum, which the minister will apply either to establishments having inadequate resources, or to those which may specially distinguish themselves and require to be further developed, or to stimulate the zeal of private associations or of individuals who give technical instruction to the working class.

For this means of encouragement to produce its due effect, a regular inspection is indispensable. Competent men must take account of all that is done, ascertain the progress made, and advise what further steps should be taken. An enlightened and benevolent inspection is perfectly compatible with liberty. How, indeed, could the State judiciously grant its aid if it were not correctly informed on all points? It would run the risk of subsidising institutions where the pupils might be taught only obsolete notions exploded by modern science.

We do not deem it advisable to impose compulsory examinations on the pupils following technical courses; but we are inclined to think that their interest would be promoted by instituting optional examinations, for which the more capable and zealous would doubtless present themselves. They should receive a certificate, or kind of diploma. This document would not be without its value, as it would be a recommendation wherever they went. Several technical schools have already acknowledged the importance of such sanctions and award them every year.

What we propose is analogous to what exists in other countries of Europe, and especially in England. The

Government, in England, intervenes in the education of the working-classes by subventions and examinations. The Committee of the Privy Council on Education is endeavouring to carry the study of the sciences and arts into the very humblest ranks of the nation; mechanics, experimental physics, chemistry, geology and mineralogy, natural history, botany, geometrical drawing, ornamental drawing,—such are the subjects of instruction which have, in many places, been placed within the reach of working men. The Parliament every year votes a considerable sum for this purpose, and its distribution is entrusted to the Science and Art Department at Kensington. The chief means adopted, consists in awarding prizes not only to workmen-students who have passed the examinations, but also to the masters who have taught them. Particular care is taken to favour the study of the plastic arts among the working population of Great Britain, and hopes are entertained that a complete renovation of taste and a great improvement in the products of industry will be the result of this well-intended movement.

The Committee does not limit its efforts to technical instruction only; its programme descends even to the primary school. It distributes annual aids to the masters who consent to teach certain determined subjects. All elementary schools which desire to share these subventions are subject to the visit of a royal inspector. The amount of the grant to each school is regulated by the result of the inspection. The master who is desirous of obtaining this Government aid does his utmost to present the greatest possible number of boys able to read, write, and calculate. The State therefore pays only for services actually rendered. One year the schools may receive a considerable sum, and another year less; the amount increases or diminishes according to the results obtained, and may even be altogether suppressed.

The examinations, in the technical schools, determine the remuneration given to the certificated master by whom each candidate has been taught. A premium, varying in amount, is awarded to the master for each candidate who has satisfied the examiners and obtained a certificate or a prize. Under this system the studious workman can receive instruction almost gratuitously, the master deriving his remuneration from the very success of his pupils. This ingenious mode of subvention is a perpetual stimulus to the master, whose indemnity increases in proportion as his lessons are better prepared and more efficient.

Technical Education should be under the control of the Ministry of Commerce.

To which ministry ought technical education to belong? What department shall be charged with distributing the encouragements of the State?

Several members of the Committee thought that technical education, as being a branch of teaching, ought to be under the Ministry of Public Instruction, which has the supervision of schools in general. Some few special schools have, indeed, been withdrawn from that ministry; but there are good reasons for not increasing the number of such exceptions. Let us rather extend than curtail the attributes of the Minister of Public Instruction. Let that ministry become one of the greatest in reality, as it is one of the greatest with regard to its object. In a political point of view the Department of Public Instruction cannot receive too great developments.

A great divergence of views and difference of opinion as to the method of conducting special secondary instruction and technical instruction would be one of the worst effects of the separation. The same reasons, for which special secondary instruction was assigned to the Ministry of Public Instruction, would have induced us to come to the same decision in the case of technical education. We had also the example of what is passing in countries where education is in a flourishing condition. In Prussia and Switzerland, all establishments of the same kind as those in which technical instruction is given in France, are under the direction of the same ministry as the other schools. The establishments at Cologne, Trèves, and Elberfeld, in Rhenish Prussia, at Aarau, Porentruy, and St. Gall, in Switzerland, depend on the Ministry of Public Instruction.

Other members of the Committee thought that technical education ought to be especially considered with regard to the nature of the matters treated, and that all its affinities inclined towards the Ministry of Commerce, Agriculture, and Public Works. That is the ministry of labour, manufactures, trades, and the industrial arts. In their view the Minister of Commerce is the most competent to judge and direct technical instruction.

The university thinks more of theories than of applications; its point of view is not that of special teaching, of actual reality, of practical utility. Practical men are the best teachers of the industrial arts, they are best fitted

for training good workmen, foremen, and master manufacturers. The professors in the higher literary colleges and the masters in primary schools are subjected to stringent and numerous conditions with regard to diplomas, certificates, and probationary service. Examination programmes regulate their proceedings. It is true that, thanks to the institution of the councils of improvement for special instruction, in which the local industry is represented, the programmes of that branch may be varied to a certain extent, according as agriculture or manufactures prevail in the district where it is given. But it may be said, on considering things as a whole and from a general point of view, that, in their different degrees, primary and secondary instruction are given pretty nearly in the same manner everywhere. The case is altogether different in the technical department. Everybody may teach who pleases and is free to choose his own method; there are no official regulations or programmes; instead of uniformity we have variety, and, we may even say, absolute liberty. The pedagogic spirit is tradition and sometimes routine; the industrial spirit is activity without end or limit. The incessant striving after improvement never allows it a moment's rest. An industry that remains stationary may be regarded as dead.

The majority of your Committee has decided in favour of placing technical education under the care of the Ministry of Commerce, Agriculture, and Public Works.

State of the Law, Supervision, and Inspection, Superior Council.

In the actual state of our legislation, is the law regulating technical schools sufficiently defined?

The Court of Cassation has decided that wherever a number of children are collected together for educational or training purposes, the provisions of the law of 15th March 1850 are applicable.

Under this interpretation of the law the inspectors would have the right to enter the schools of technical instruction, to examine all matters connected with morality, hygiène, and health, and to see that teaching is not contrary to good morals, to the constitution, and to the laws.

But certain large manufacturers have appeared indisposed to allow the intrusion of the primary school inspectors into the technical schools of their establishments. They think it unreasonable that such schools should, in any

degree whatever, be under the control of men whom they regard as incompetent. They also apprehend, on the part of some of these functionaries, an exaggerated application of certain school regulations. They allege that the execution of some of the best ideas has been impeded by the provisions of the law of 1850. At Guebwiller, for instance, the organisation of the professional courses, theoretical and practical, encountered very serious difficulties. Though the statutes had been approved by the prefect of the Haut-Rhin, the rector of the academy, under the pretext that the patron and founder, M. J. J. Bourcart, held no university diploma, compelled him to procure a headmaster holding a certificate of capacity, in whose name the declaration of the opening of the establishment was made. M. J. J. Bourcart was thus prevented from giving his own name to the school he had founded. At the expiration of six years, the academic authorisation had not been obtained, and the courses at Guebwiller, during all that time, existed only on sufferance.

The Minister of Public Instruction, actuated by a kindly spirit of conciliation, at last removed the difficulties, and was himself pleased to reward, by the most honourable distinctions, the efforts of the founder of the Guebwiller courses; but for those persons who wish to see technical education freed from all trammels, this example clearly shows that useful foundations may be injured by the strict application of regulations which may be necessary in other cases, but are unfavourable to technical education.

The law of 15th March 1850, which may have been abusively enforced against technical instruction, cannot however be an obstacle to technical instruction properly so-called, and on the other hand, its general provisions offer the means of removing every impediment in the way of the primary and secondary courses which would form part of that instruction. Thus, if a cabinet-maker, a locksmith, or any other artisan whatever, should be disposed to teach his comrades or apprentices the art in which he excels, he can do so without a certificate or any formality. The law asks nothing of him. He acts on the common ground of liberty. It would indeed be strange if a mechanic, better educated, more enlightened, and more experienced than his fellows, might not communicate his knowledge and practice, unless he had the licence of a schoolmaster, which evidently never was intended to be required of such as he. If a workman, or a manufacturer, should wish, in the interest of his apprentices, to supplement the

teaching of locksmith's work or cabinet-making by the usual subjects of primary instruction, as reading, writing, and arithmetic, the elements of geography and history, the law of 1850 would be applicable. But it contains at the same time the rule and the exception. Art. 77, section 2, provides that the teachers of the subjects of primary or secondary instruction may be relieved by the Departmental Council from the necessity of obtaining a licence or from any other legal condition. This dispensation ought to have been granted to M. J. J. Bourcart.

It is to be desired that for the future this liberal interpretation should everywhere be given to Art. 77, and that it should be universally understood, on the one hand, that technical instruction properly so-called, is by the common law open to all without any licence; and, on the other hand, that dispensations from the article in question will be freely granted, so that the teaching of accessory subjects will not have to encounter the obstacles thrown in its way by a rigid application of the law of 1850.

The chief point is, therefore, that every one shall have the right to open freely, without licence, or condition of age or nationality, without previous declaration, a course of instruction, not including the subjects determined by the law which regulates primary and secondary instruction. But technical instruction must not be made a pretext for infringing the law. Nor must it be permitted that what is announced as technical instruction should be a deception, and cover speculations more or less unauthorised.

The supervision by public authority, in virtue of the general powers of police belonging to it, is therefore indispensable, and all the more so, as technical teaching is free. In the case of public courses subsidised in any degree whatever from the public funds, this right of supervision and control is still more indispensable, and extends even to the quality of the instruction given, as well as to hygiène, morality, and respect for the laws. The State will therefore intervene through its authorised functionaries, within certain limits.

The towns and the municipal councils as founders, also the council general, which will of course have to be consulted, especially if it contribute to the encouragements, will exercise a perpetual and constant supervision. The public will thus be assured that the laws are not violated, and that the teaching is what it purports to be; also that the school workshop presents nothing objectionable in a sanitary or moral point of view. But, in principle, the

schools remain free—absolutely free, the right of supervision and inspection is even the guarantee of their liberty. It must be clearly understood, however, that the State, the Department, the commune, or the private individual, who may make sacrifices for the founding or maintenance of a technical institution, will have the right to impose special conditions on the teaching, and may insist, for instance, that the masters shall hold such or such a diploma, licence, or certificate. This practice is, as we have seen, adopted, even in England, a country where the liberty of teaching is placed under no restrictions whatever. It is only reasonable that the benefactor should have the right to determine the manner in which his bounty shall be employed.

Technical instruction, that is, the national teaching of a trade, is not the only thing required. It is evident that the school of apprentices or adults, in which pupils from 12 to 18 years of age and upwards may acquire and extend their general knowledge, is the natural complement of the technical school. The courses for adults may, according to the proficiency of the pupils, either be limited to the subjects of primary instruction or may be extended to certain matters of secondary instruction. The masters engaged in this secondary or primary teaching will naturally fall under the provisions of the law which regulates public instruction in France; the courses will be subject to the ordinary inspection. Thus, when the teaching is purely technical, the Minister of Public Instruction will have nothing to do with it; but if the subjects of primary or secondary instruction be blended therewith, the minister will then intervene, under the enactments of the law of 1850, provided that its strictness be tempered by the dispensations mentioned in the second paragraph of Art. 77 of the said law.

If the technical school be at the same time a superior primary school, which we ardently desire, and a trade or school workshop, it might seem that we shall be liable to conflicts between the two competent authorities, and that the Minister of Commerce and the Minister of Public Instruction will each want to have the school entirely under his supervision. But a moment's reflection will show this apprehension to be groundless.

An attempt might perhaps be made in each school to determine what properly belongs to the Ministry of Commerce or to the Ministry of Public Instruction, and to give each the inspection of its own domain. But though Art. 23

of the law of March 1850, and the Arts. 1 and 9 of the law of 21st June 1865 on special instruction, have carefully enumerated the subjects of primary and secondary special instruction, it would still be difficult in some cases—for instance drawing, geometry, and other matters in which general science and application are blended,—to know where the technical and the primary and secondary respectively begin and end. The two inspectors, one for the technical, the other for the primary and secondary, would be always at variance, and striving to impose their respective pretensions. To have two inspections would not only entail needless expense, but would create a kind of antagonism. Technical instruction depends on the Ministry of Commerce, and the inquiry into the sanitary and moral condition of the school might be exercised through the medium of the prefects and mayors. We may add that, by means of an arrangement similar to that which opens the primary normal schools to the inspectors of agriculture, the primary inspectors might be authorised to supervise the technical schools so far as their co-operation might be judged beneficial by the Ministry of Commerce. The inspector is only a witness and a reporter. Special knowledge is not indispensable. A benevolent inspector is an auxiliary rather than a critic; he causes no embarrassment; he aids and encourages. His principal qualifications are those of a keen observer, a calm, wise, and enlightened man. Moreover, in a purely technical point of view, in what concerns trades and manufacturing processes, the Minister of Commerce may solicit the co-operation of eminent manufacturers and of the Chambers of Commerce.

There is no necessity, in order to guarantee technical instruction against any infringement of its liberty, to create any new jurisdiction or new authority. In fact, so far as regards purely technical instruction and school workshops, the law on the employment of children in factories will be most generally applicable, and the apprentice-pupils will be placed under the protection of the municipal authorities and of the great association which, with the Empress for its patroness, has undertaken the noble task of protecting children apprenticed to manual trades. But in the majority of cases technical instruction will be combined with general education, and when that is the case the jurisdictions established for the latter will have to deal with these mixed establishments. It will only be necessary to examine the new duties of the Departmental Council of Public Instruction to introduce or to strengthen where requisite the

industrial element, either by modifying the legal disabilities or by creating rules to guide the Minister in choosing its members. The doors of this council will have, in fact, to be more freely opened to members of the Chambers of Commerce, Chambers of Agriculture, and Consultative Chambers of Arts and Manufactures. It would also be desirable that a Government engineer of mines or of bridges and roads should be among the members.

The decisions of the Departmental Council are of course open to appeal, but there is a superior tribunal to confirm or reverse them. If technical were to be absolutely separated from general instruction, it would be necessary to institute a superior council of technical instruction, and your Committee is opposed to such a measure. It appears that the questions relative to technical being constantly mixed up with those relative to ordinary education, ought not to be separated therefrom as to jurisdiction, and that appeals ought to be carried before the Imperial Council of Public Instruction, a tribunal whose competence and impartiality are not to be disputed.

We do not say that at some future time a superior council of technical instruction will not have its place among our national institutions. When technical instruction shall have become universal, and shall have assumed all the development which we hope and desire, and when that social interest shall have attained its full growth, then it will be time to think of such a measure, and a supreme tribunal for technical instruction will not be a superfluity. We may add that a council *ad hoc* might be naturally inclined, in the present state of things, to impose rules and programmes, and to enforce uniformity where infinite variety ought to prevail. It would be an impediment to individual enterprise which we have every motive to favour, and would too often substitute its own in the place of local supervision. Your Committee is therefore unanimous in rejecting the idea of creating a superior council, and in leaving things as they are.

Recapitulation and Conclusion.

Having brought to a close our long and difficult labour, however incomplete, we will now briefly state the principles which have guided your Committee, wholly and cordially devoted to the interests of French industry. It will be seen that the resolution to which it has come is the result of the ideas embodied in this report.

The want of education in working men is the great obstacle to the progress of industry. The development of the intellectual faculties is the indispensable condition of the development of manual dexterity and of progress in the practice of the arts.

It is most desirable that the superior primary instruction, suppressed at a moment of deplorable reaction, should be re-established, and give the working classes a more solid foundation for professional instruction. By combining primary or secondary with technical instruction, this defect may be partially supplied.

Technical education will also help to palliate the imperfections of the law of 22d March 1841 on the employment of children in factories. It will more especially remedy the insufficiency of the law on apprenticeship and prevent its being infringed. By rewarding honourable masters, and by benefitting and instructing those who are set over workmen, we shall render contracts of apprenticeship efficient and real; and the intervention of the patronage societies will further ensure to youth the advantage of a real industrial education.

The elementary instruction should be completed by the special rudimentary knowledge most useful to each trade, and principally by the study of drawing in all its forms, with all its applications to the arts and to industry.

It is a matter of social importance to provide for the technical education of girls, with at least as much care as for that of boys.

These most desirable results will soon be attained if full liberty be left to individual efforts. Let us suppress all remaining impediments, even if only apparent, and let us adopt liberty as a fundamental principle. All local requirements, all real wants, will then be satisfied; private initiative will achieve speedily and effectually what the State could with difficulty accomplish. Private individuals, associations, townships, chambers of commerce, councils-general, &c., will be everywhere able to devise the best means for establishing courses of lectures, workshops, as also for choosing the method and selecting a master.

The province of the State is to superintend and encourage. Let us give it the means of encouraging liberally, and of aiding every well-planned scheme; of proportioning its assistance to the usefulness of undertakings, to the insufficiency of the resources, or to the extent of the efforts made. The Minister of Commerce has, moreover, all the means of obtaining information, and of learning how to distribute

his bounties to the best advantage. He has at his call the Consultative Council of Arts and Manufactures to enlighten him, to give its advice in every emergency, and to prepare the proper distribution of the sums devoted to encouragement.

The law now proposed to you gives after a fashion the solution of the question of technical instruction, but this solution we think complicated and unnecessary. Nothing further is required beyond full liberty of action for all, and due encouragement to the deserving. There is no law opposed to the free exercise of technical teaching, nor to the efficient action of the State for its development and improvement. A vote of money inscribed in the budget of the Ministry of Commerce would advantageously replace the provisions of the new law. We therefore propose, instead of the Bill before us, a simple amendment in the finance bill to the following effect:—

A sum of five hundred thousand francs (500,000 *fr.*) *is placed annually at the disposal of the Minister of Commerce, Agriculture, and Public Works for the purpose of encouraging technical education in France.*

By this means we shall have assured the future of technical instruction. The instruction given will everywhere be what it ought to be—simple, practical, decentralized as far as possible, essentially subordinate to circumstances and local wants, varied *ad infinitum*, and able to follow and adapt itself to the changes and progress of industry.

Your Commission would be mistrustful of novelty, if what it proposes to you were a new idea. But what already exists in France, and especially the example of what is passing in England, assures us that the desired end cannot fail to be attained. Our last words, and we pronounce them with all security of conscience, are, therefore, liberty and encouragement.

Draft of a Bill on Technical Education.*

Art. 1.

Technical education has for its object the practice of the useful arts, and the application of scientific and artistic knowledge to the various branches of agriculture, manufactures, and commerce.

---

* *See* also Translation of Report of the Commission on Technical Instruction, appointed by Imperial decree 22nd June 1863. *Presented to both Houses of Parliament*, 1868, p. 98.

ART. 2.

Every French subject, on conforming to the provisions of the present law, may open an establishment of technical instruction.

If he wishes to add to technical instruction, either complete primary instruction, or distinct courses exclusively scientific or literary, he must fulfil, either in his own person or by one of his assistants, the conditions imposed by the general laws and regulations with regard to private educational establishments.

However, this obligation does not take effect in the case of the accessory teaching of one or more subjects belonging to primary, secondary, or superior instruction given in the technical establishment, when the courses have been, at the instance of the director, authorised by the prefect of the department.

Full liberty is left to the director to determine the instruction to be given, to arrange the courses and establish workshops, to choose professors, masters, or mistresses, and to select the methods, under the reserve of observing the laws.

The disabilities and restrictions enumerated in Arts. 26 and 65 of the law of March 1850 are applicable to technical instruction.

ART. 3.

Pupils of the two sexes cannot, without the special permission of the prefect, be admitted into the same establishments.

ART. 4.

The director of a boarding-school for technical teaching who does not give primary instruction, as defined by the law of 15th March 1850, is bound to send his pupils to a primary school, either public or private, in the town until the age of 12 years completed.

ART. 5.

He who wishes to open a school for technical teaching must be at least 21 years of age.

He formally declares his intention to the mayor of the town where he proposes to practice. The declaration makes known the object and the programme of the establishment, as well as the premises where he intends to establish himself.

In case it be a boarding-school, the applicant must be 25 years of age, and must add to the programme of teaching proposed, the plan of the premises selected, as well as the indication of the maximum of pupils he can accommodate.

ART. 6.

This declaration must also be addressed to the prefect, who may oppose it in the interest of public morality, or of the health of the pupils, or if he considers that the programme of the projected establishment does not come under the provisions of the present law.

If notice of opposition be not given to the applicant by the prefect within one month from the date of the declaration, the school may be opened.

ART. 7.

The opposition of the prefect to the opening of an establishment of technical education is heard before the departmental council of public instruction, instituted by the law of 15th March 1850, to which are joined three members designated by the minister and chosen for three years, one from among the presidents of the chambers of commerce, of the chambers of agriculture, and of the consultative chambers of arts and manufactures sitting in the department; the other two from among the engineers of the mines and of the bridges and roads.

The decisions of the departmental council are subject to appeal to the superior council instituted by Art. 12 of the present law.

The appeal must be made within 10 days from the notification of the decision.

ART. 8.

Whoever shall have opened or conducted an establishment of technical instruction in contravention of Articles 3, 5, and 6, or before the expiration of the time fixed by Art. 6, shall be liable to the penalties enacted in the first paragraph of Art. 29 of the law of 15th March 1850.

The establishment shall be closed.

In case of a second offence the delinquent shall be condemned to imprisonment of from six days to one month, and to pay a fine of from 100 fr. to 1,000 frs.

The same punishment of from six days' to a month's imprisonment, and of from 100 fr. to 1,000 frs. fine, shall be pronounced against him who, in case of opposition being made to the opening of his establishment, should nevertheless have opened it before judgment had been given on the opposition, or else in contempt of the decision which should have sanctioned the opposition.

The Art. 463 of the Penal Code may be applied to the offences defined by the present law.

Art. 9.

Any director or assistant of an establishment of technical instruction may be, on the complaint of the prefect or of the public prosecutor, summoned before the departmental council of public instruction, composed as stated in Art. 7, for any grave fault in the management of the establishment, for misconduct or immorality, and be censured, suspended for a time not exceeding six months, or interdicted from the exercise of his profession in the same township.

The departmental council can also punish him with an absolute interdiction.

The censure gives no right of appeal; the other decisions are open to appeal in ten days from their notification.

The appeal is heard by the superior council of technical instruction. It is not suspensive.

Art. 10.

The persons who intend to become technical teachers may present themselves for an examination, the programmes of which are adopted by the Minister under the advice of the superior council, and may obtain a certificate of capacity.

The examinations take place in the localities designated before a special board. They are not obligatory for technical teaching.

Art. 11.

The State may encourage, by subventions and rewards given to both master and pupils, either schools of technical instruction, or conservatories of arts and trades, and other similar institutions founded or patronised by private individuals, departments, towns, or associations.

In case of assistance from the State the Government can determine the conditions which appear to it best calculated to secure the good management and success of the establishments encouraged.

ART. 12.

A superior council of technical instruction is instituted dependent on the Ministry of Agriculture, Commerce, and Public Works.

This council is composed of nine members, named every year by an Imperial decree.

It is presided over by the Minister, and, in his absence, by a vice-president selected from among the members of the council.

The council hears appeals from the decisions given by the departmental council in the cases specified by the present law.

It gives its opinion on the laws and regulations relative to instruction, and on all questions submitted to it by the Minister.

It is consulted as to the need, nature, and amount of the encouragements to be given to the different establishments.

It annually addresses to the Minister, to be submitted to the Emperor, a report on the general state of technical instruction, and on the means of developing it.

ART. 13.

The inspection of technical education is made in conformity with the regulations adopted by the superior council.

With regard to non-subsidised establishments, the inspection will be exclusively into the moral and sanitary condition of the institution, and its conformity to the Constitution and the laws.

With regard to subsidised establishments, it takes cognizance of all parts of the instruction, and of the accomplishment of the conditions imposed by the grant of the subvention from the Government.

ABSTRACT OF REPORTS

ON

SOME TECHNICAL AND SPECIAL SCHOOLS IN FRANCE.

ÉCOLE DE NÎMES.

The *École supérieure de Fabrication théorique et pratique*, established at Nîmes by M. Rigollet and Sons for teaching the whole art of silk manufacturing, is amply provided with all the appliances that can promote the object in view. In the workshop there are 20 looms of different kinds, and every other machine and apparatus required for all the different processes.

The charge for boarders is 1,300 fr. a year, or 900 fr. for the special course, which lasts only five months. Pupils must be at least 14 years old.

The complete theoretical and practical course extends over two years.

The founders of this excellent school opened a gratuitous evening class for adults in 1867, but it has not been very numerously attended.

SCHOOL FOR MINERS AT ST. ÉTIENNE.

The chief object of this school is to train mining and metallurgical engineers.

Pupils are admitted at any age from 16 to 25, this last term being extended to 28 in favour of young men who have served in the army or navy.

Candidates for admission must be able to read, speak, and write the French language correctly; they must likewise have attained in arithmetic, plane geometry, algebra, trigonometry, and descriptive geometry the degree of knowledge required for the examination of Bachelor in Sciences; in physics they must be acquainted with the laws of motion, gravity, hydrostatics, heat, electricity, magnetism, acoustics, optics, &c.

The candidates have to undergo two examinations, one at the chief town of the department before members of

the Corps of Mines, the other before the Council of the School.

The studies of the School of Miners extend over two years, and are perfectly gratuitous.

The first year's courses comprise algebra, mechanics, trigonometry, surveying and taking plans of mines, levelling, the elements of analytical geometry, descriptive geometry and its applications to perspective, shadows, and stereotomy, general physics and chemistry, mineralogy, &c.

The second year is devoted to the chemistry of metals, to the analyses of mineral substances, mechanics, the study of machines, the mechanical preparation of ores, metallurgy, geology, and construction.

They all have to write an account of their observations and experiments, accompanied by drawings and sketches to scale.

Soon after completing their courses the pupils receive *certificates of capacity* of three different degrees. The names of pupils who obtain 1st and 2nd class certificates are published in the official journals.

PROFESSIONAL COMMUNAL SCHOOL OF ROUEN.

The Rouen Professional School, established solely by the munificence of the municipal administration, is placed under the immediate supervision of the Mayor. Its object is to train, by a regular course of technical instruction, intelligent pupils to become skilful workmen, foremen and managers for the different industries of the town and department.

Youths intended for commerce, for the Government Schools of Arts and Trades, for overseers and assistant engineers of the Bridges and Roads, and for road surveyors, receive the necessary preparatory instruction.

The teaching includes both theory and practice.

Manual labour in the workshops is compulsory.

The pupils are separated into two divisions, the preparatory and the special.

The preparatory division comprises those pupils who have yet to complete, as far as possible, their primary instruction.

The special division comprises the more advanced pupils who receive professional instruction, theoretical and practical. The duration of the courses for this division is three years.

The establishment admits boarders, half-boarders, and day pupils, all of whom go through precisely the same course of instruction. All candidates for admission must be able to read and write, know the elements of grammar and geography, and be well versed in the four fundamental rules of arithmetic. They must also produce a certificate of vaccination, and one of good conduct from the master of the school they are leaving.

The terms are, for the preparatory division, 600 fr., and for the special division 650 fr. a year, of which three tenths are to be paid in advance on the 1st of October, January, and April, and one tenth on the 1st of July. Half boarders pay 300 fr. and 350 fr. Day pupils pay a sum fixed yearly by the Departmental Council of Public Instruction. All three orders of pupils have also to find their own paper, pens, drawing instruments, and other school necessaries. The boarders have to bring a prescribed outfit with two uniforms, one for dress, the other for the workshop. The day-pupils need have only the working dress.

Programme of the Courses.

PREPARATORY DIVISION.

Religious instruction, sacred history, writing, orthography, first elements of geography, arithmetic, and linear drawing.

SPECIAL DIVISION.

First Year.

Religious Instruction :—Sacred history, religion, morals. *French Language :*—Grammar (first part), orthography, parsing, history, and geography. *Arithmetic :*—Elementary rules, fractions, metrical system, ordinary calculations, simple interest. *Algebra :*—Practice of the four elementary rules. *Geometry :*—Properties of angles and surfaces. *Drawing of Machines :*—Geometrical drawings according to explanations, drawing of detached parts from the actual machine. *Architectural Drawing :*—Study of orders, instructions on colouring. *Work in Shops :*—Practice with the file, plane, chisel, lathe, &c.; making of tools to work in metal or wood.

Second Year.

Religious Instruction :—Sacred history, religion, and morals. *French Language :*—Grammar (second part) as far as the syntax of the pronoun, orthography, parsing, style, history, and geography. *Arithmetic :*—Revision of the first

year's course, divisibility of numbers, decomposition into prime factors, square root of whole numbers and fractions, approximation in decimals, proportion, reduction to unity, interest, discount, alligation, exercises and problems. *Algebra :*—Review of the first year's course, theory of algebraical calculations, simple equations with only one unknown quantity, exercises and problems. *Geometry :*—The first four books of Legendre. *Land surveying :*—The simplest elements. *Book-keeping :*—Elements (waste-book and journal). *Drawing of Machines :*—Copying of detached parts, applications of perpendicular and oblique projections. *Architectural Drawing :*—Ornaments applied to architecture, colouring, plans to scale, &c. *Practical Mechanics :*—Transmission of motion by gearing and belts, power of prime movers, animate or inanimate, theory and application of simple machines. *Work in Shops :*—Forging, fitting, putting together, turning, &c.

Third Year.

Religious Instruction :—Sacred history, religion, and morals. *French Language :*—Complete grammar, orthography, parsing and logical analysis, style, history, and geography. *Arithmetic :*—Rapid review in a few lessons of the preceding course, cube root, use of logarithms, compound interest. *Algebra :*—Simple equations with more than one unknown quantity, involution and evolution of algebraic quantities, quadratic equations, binomial theorem, elements of indeterminate analysis. *Geometry :*—Review of plane geometry, geometry in space, right line and plane, evaluation of magnitudes, similar magnitudes. *Land surveying :*—Practical survey, levelling. *Book-keeping :*—Complete study (waste-book, journal, ledger). *Drawing of Machines :*—Complete machines drawn in the workshop, colouring. *Architectural Drawing :*—Taking and drawing of plans, sections, elevations, tracing of shadows, colouring. *Practical Mechanics :*—Compound machines, practical formulas for the resistance of all the parts of a machine, pumps, steam-engines, water-wheels, effective force of the machines now most used. *Descriptive Geometry :*—Right line and plane. *Plane Trigonometry :*—Introduction, use of the tables specially employed in the application of mechanical formulas. *Kinematics :*—Elements, mathematical analysis of the transformation of movement. *Chemistry :*—Study of the metals and non-metallic bodies used in the arts. *Physics :*—Their applications to industry, especially of heat and elec-

tricity. *Building:*—Dimensions, the choice of materials employed, equilibrium of walls and trusses. *Work in the Shops:*—Construction of simple machines, cabinet making, wood carving, and modelling.

IMPERIAL SCHOOLS OF AGRICULTURE.

These establishments are placed under the authority of the Minister of Agriculture and Commerce. They receive boarders, externs, and free pupils.

The candidates for admission must be 18 years of age, Frenchmen by birth or naturalisation, and, if they do not hold the diploma of bachelor of sciences, must undergo an examination.

The studies, practical and theoretical, extend over two years, and comprise—

1. A course of physics, chemistry, mineralogy, and geology.
2. A course of rural engineering, mechanics, agricultural technology, and of rural buildings.
3. A course of agriculture, properly so called, and of comparative agriculture.
4. A course of zoology and zootechny applied to agriculture.
5. A course of sylviculture, viticulture, arboriculture (fruit), horticulture, and botany.
6. A course of rural economy and legislation, with the rudiments of administrative law.
7. A course of agricultural book-keeping.

The practical instruction includes the use of all the tools, implements, and machines; the planning and execution of all farming operations; practice in linear drawing, surveying, plotting, levelling, measuring of solids, gauging, &c.; manipulations in the laboratory, analysis of soils and manures.

The terms for boarders are 750 fr. a year; for externs and for free pupils, 250 fr. These last undergo no examination, and are admitted only by a special permission of the Minister.

Foreigners are also admitted by permission of the Minister.

All the pupils who pass satisfactory examinations at the close of their studies receive a diploma, and to the first two on the list gold or silver medals are awarded.

Programme.

The whole course of instruction comprises theoretical studies and practical work. It extends over three years, and the pupils, consequently, form three divisions.

The *Theoretical Studies* are established as follows, for the three divisions:—

First Year.—*3rd Division.*—Arithmetic, elements of algebra, of plane and descriptive geometry, ornamental and architectural drawing, colouring, grammar, writing, sliding rule, surveying, and plotting.

Second Year.—*2nd Division.*—Geometry, algebra, and descriptive geometry, trigonometry, kinematics, linear drawing, diagrams of descriptive geometry and kinematics, sketching in the workshops, sliding rule, surveying and plotting, grammar, geography, writing, book-keeping.

Third Year.—*1st Division.*—Mechanics, physics, chemistry, demonstration of machines, dynamometry, levelling, drawing of working plans of mechanics and machines from sketches, colouring, course of the French language.

The classes occupy five hours and a half every day.

The practical teaching, adapted for the trades which employ iron and wood, is given in four distinct workshops, viz. :—*Models and Joinery, Founding, Forging, and Fitting.*

The pupils attend each of the four workshops during the first two years, but the third year is exclusively devoted to some one of them.

The pupils go to the workshops twice a day, and remain three hours and a half each time.

HOROLOGICAL SCHOOL AT BESANÇON.

The Besançon School of Watch and Clockmaking is intended to give a professional education to young people who follow the horological trade.

The town of Besançon is the sole centre of the clock and watch manufacture in France. It has the almost exclusive supply of the French market, as will be seen from the fact that out of the 378,498 watches sold to the trade in 1865, no less than 296,012 were made at Besançon, or about four-fifths of the whole; and the number produced there in 1868 was 340,000.

The theoretical and practical courses extend over three years, but pupils who distinguish themselves by their talents

and good conduct are allowed to prolong their stay at the school as improvers.

The instruction is given in accordance with the following

Programme.

First Year.—3rd Division.

Practical Instruction.—Elementary lessons in filing, turning, forging, and hammer-hardening of metals; making of small tools for rough work, and for finishing; making of rough pieces for wheels and pinions.

Theoretical Instruction.—Review of primary instruction, arithmetic, metrical system, geography.

Linear Drawing.—General principles; drawing of the simpler tools and machinery employed in watchmaking.

Second Year.—2nd Division.

Practical Instruction.—Finishing of rough pieces, pivoting, making the different parts of the horizontal escapement.

Theoretical Instruction.—Exercises in style, geography, arithmetic, elementary geometry and its applications.

Linear Drawing.—Geometrical diagrams, working drawings of machines and tools employed in watchmaking, drawing of the different parts of a watch.

Third Year.—1st Division.

Practical Instruction.—Construction and placing of escapements, finishing, regulating, winding up.

Theoretical Instruction.—Course of applied physical mechanics, elements of industrial chemistry, commercial account-keeping, physical, and general geography.

Linear Drawing.—Theoretical and practical designing of wheelwork, working drawings of escapements, drawing of clockwork movements from the model.

The theoretical lessons are given in each division for two hours daily, except on Thursdays. The practical teaching occupies three hours in the morning, and three and a half in the afternoon. There are three drawing lessons, of two hours each, weekly, given to all three divisions united. On Saturday the director examines each pupil as to his week's work. In addition to the teaching in the school, the pupils are frequently taken to see the various workshops in the town and neighbourhood.

The school is visited every week by two members of the council, who take note of the progress of the pupils.

At the end of the school year there is a general examination, and prizes are given to the most deserving.

The holidays are one month yearly, beginning on the 1st September.

Conditions of Admission.—The school is open to foreigners as well as natives. Candidates must be above 14 years of age, and must pass an examination in reading, writing, and the first four rules of arithmetic. The terms are 200 fr. a year, with 40 fr. on entrance for tools, which remain the property of the pupil. (Books, paper, pencils, drawing instruments, &c., are paid for by the pupils.)

Boarding School.—For the convenience of pupils whose parents reside at a distance, a boarding school has been established in connexion with the Imperial Lyceum, and the pupils are under the same surveillance, and have the same dietary, as the inmates of that establishment.

Besides attending the clock-making schools, these boarders are instructed in the living languages, gymnastics, music, and drawing.

The terms for the 11 months' board and teaching are 600 fr., of which 180 fr. are to be paid at the beginning of each of the first three quarters, and 60 fr. for the last quarter. Boarders may remain during the holidays on paying 50 fr. additional.

Each pupil must have an outfit in conformity with the regulations. No charge is made for washing and mending.

Teaching Staff.—Besides the director there are three professors for the practical courses, one for the theoretic, and professors of arithmetic, grammar, and linear drawing.

Management.—The school is managed by a council of 15 members, selected from among the principal manufacturers, and presided by the mayor.

PREPARATORY SCHOOLS

FOR

ADVANCED INSTRUCTION IN SCIENCE AND LITERATURE.

EXTRACT from a STATISTICAL ACCOUNT of and REPORT on the HIGHER EDUCATION in FRANCE, presented by M. DURUY, Minister of Public Instruction, to the Emperor.

PREVIOUS to the promulgation of the decree of the 22nd August 1854, under which these establishments were founded, the University had already organised a special course of teaching for young men who intended to devote themselves to manufacturing or commercial occupations. By the ordinance of the 26th March 1829, and afterwards by the law of 28th June 1833, this peculiar class of study was specially approved, and subsequently by the ordinance of the 21st November 1841 it was introduced into a great number of colleges under the name of advanced primary instruction (*instruction primaire supérieure*). This first attempt was not successful. The courses, attended at first by only a limited number of pupils, were some years later almost entirely forsaken, and in more than one locality the professors had not a single student. Notwithstanding this failure, the inhabitants of Angers, Mulhouse, Nantes, and Rouen, recognising the importance of this class of instruction to the staple industries of their towns, established courses of lectures in applied science; to render these effective, nothing was wanting but programmes judiciously arranged to promote the object in view.

The decree of the 22nd August, and the regulation of 28th December 1854, were promulgated with the intention of giving an established character and discipline to these municipal institutions. The courses received official sanction, and the arrangement of studies was fixed by authority.

I. Towns, not being the seat of faculties, which have established municipal courses of instruction in any of the higher branches of science or literature, may obtain authority for the said courses to assume the title and rank of Preparatory Schools for advanced instruction in Science and Literature (*Écoles préparatoires à l'enseignement supérieur des sciences et des lettres*), on condition that the towns in question shall provide suitable buildings, as well as all the appliances necessary for teaching, and a yearly appropriation of funds for the salaries of professors and the cost of maintenance.

II. The schools are to be under the management of a director named by the minister. This functionary is to exercise the same authority and enjoy the same privileges as deans of faculties.

The minister likewise appoints the professors, who are in every respect on the same footing as their colleagues of the Preparatory Schools of Medicine and Pharmacy (*Écoles préparatoires de médecine et de pharmacie.*)

The professors of physics, chemistry, and natural history, are each entitled to the services of an assistant, whose salary shall be fixed by decision of the municipal council, subject to the approbation of the minister.

III. The course of study extends over two years, and the instructions on the execution of the regulation of 26th December, define its essential character: "It shall be based "on theory, but special attention shall be paid to practical "applications.....By a skilful demonstration of these, a "professor will stimulate the faculties of his pupils and "enlarge the field of invention and discovery..... "The University cannot leave outside the sphere of its "action that large portion of the youth of France which "intends to devote itself to manufacturing and commercial "pursuits."

The subjects taught in these courses are:—

Mathematics, mechanics, physics, chemistry, natural history, French literature, history of France, physical and political geography, drawing.

These courses are distributed as follows:—

During the first term of the first year and the second term of the second year, geometry and descriptive geometry, physics, literature, history and geography, drawing.

During the second term of the first year and the first term of the second year, mechanics, chemistry, natural history, literature, history and geography, drawing.

In each of these courses two lessons are given every week. The oral instruction is completed by conferences, examinations, manipulatious, and practical exercises.

IV. Students are allowed to enter themselves for these schools, the entries being convertible, on certain conditions, into entries for the corresponding faculties.

In the said schools and in the faculties of science, the professors may be authorized by the minister to open courses for special applications. In that case, the schools and the faculties will deliver, after examinations, *certificates of capacity in the applied sciences.*

There are two examinations, each of them divided into written, oral, and practical tests. The oral examination is the only one held in public. In the schools, the board of examiners will consist of all the professors, with a professor of a faculty acting as president. The session of the board of examiners will be held twice a year; one from the 1st to the 15th of April, the other from the 1st to the 15th of September.

On payment of the dues (and in certain cases gratuitously), the candidates for the certificate of applied sciences, who are at least 18 years of age, are permitted by the minister to dispense with the ceremony of matriculation, and with the formal entry.

Independently of the entry fees levied for the benefit of the municipal treasuries, and fixed by the prospectus of each school, and of the examination fees divided among the examiners, amounting to 60 francs for each examination, the dues to be paid to the State by candidates for the certificates of capacity in the applied sciences are fixed as follows:—

Entries for ten courses, at 5 francs per entry	50 francs.
Certificate of capacity	75 „
Countersigning of certificate	25 „
Total	150 francs.

In towns which have at the same time a faculty of science or a preparatory school for superior instruction, and a

secondary school of medicine, the pupils of the last-named establishments are compelled, ever since 1854, to attend the courses of chemistry and natural history at the faculty or at the preparatory school.

Preparatory schools of science and literature have been established at Angers, Chambéry, Mulhouse, Nantes, and Rouen. The school of Moulins, though authorised long since, has never been organised.

Faculties of science exist at the academies of Paris, Besançon, Bordeaux, Caen, Clermont, Dijon, Grenoble, Lille, Lyons, Marseilles, Montpellier, Nancy, Poitiers, Rennes, Strasburg, and Toulouse.

TABLE giving the STATISTICS of the PREPARATORY SCHOOLS

Towns.	Subjects of the Courses.	Programme for 1864–65.	Number of Students.	
			Paying.	Non-paying.
ANGERS: (*Academy of Rennes.*) Established by decree of the 7th July 1855; opened the 7th February 1856.	*Regular:*			
	Mathematics -	Descriptive Geometry; application to plan drawing; levelling; carpentry; *coupe des pierres*, &c.	1	15
	Mechanics -	Hydraulics; prime movers; the steam engine.		20
	Physics - -	General properties of matter; heat and acoustics; meteorology, &c.		120
	Chemistry -	Metals; salts, metallurgy -		120
	Natural History	Useful and noxious animals; applications of geology to agriculture; hygiene.		130
	Applied Botany	Structure and functions of organs; applications to the arts and medicine.		50
	Literature -	General principles of composition; historians, philosophers, and dramatic poets.		130
	History - -	Gaul; France under the Merovingian and Carlovingian Dynasties; France under the feudal system, and under the monarchy; general principles of geography; industrial and commercial geography.		200
	Drawing -	- - - - - -		15
	Occasional:			
	Geometric Drawing.	- - - - - -		—
CHAMBÉRY: Converted by decree of 15th February 1865, from the technical school (founded in 1851 by the Sardinian Government) to a Preparatory School of Science and Literature.	Mathematics -	Arithmetic; elements of geometry and applications.		28
	Mechanics and Physics.	Gravity; heat; electricity; magnetism; acoustics and optics.		50
	Chemistry - -	Metals and salts; metallurgy; applications to agriculture, manufactures, and hygiene.		56
	Descriptive Geometry.	Plane and curved surfaces; the helix; practical applications.		16
	Stereotomy -	*Coupe de pierres*, carpentry; arches and bridges.	—	22
	Geology - -	- - - - - -		39
	Literature and History.	16th and second half of the 17th centuries.		56
	Linear Drawing -	Geometrical drawing; representation of solids; parts of machines; building, construction, and plan drawing.		36
	Drawing of Ornament & modelling.	Study from the cast, both figure and ornament.		26

for ADVANCED INSTRUCTION in SCIENCE and LITERATURE.

Number presenting themselves for Examination in 1865.	Staff for Instruction.		Staff for Attendance and Management.		Remarks.
—	9 professors at 1,000 fr. -	9,000 fr.	1 director -	400 fr.	The course of applied botany is one of six months. The other courses extend over the whole year.
	1 assistant for physics -	200 fr.	1 secretary	—	
	1 assistant for chemistry -	200 fr.	1 porter -	400 fr.	
	1 assistant for natural history -	200 fr.		800 fr.	In botany and ornamental drawing two lessons are given a week; the other professors only give one.
	12	9,600 fr.			The conference on chemistry is attended on an average by five students, on botany by 10, and on geometrical drawing by 12.
					The course on geometrical drawing is given by the professor of mathematics.
—	6 professors at 1,000 fr. -	6,000 fr.	1 director -	500 fr.	The courses extend over a year, except stereotomy and ornamental drawing, which are six months courses.
	3 do. at 500 fr.	1,500 fr.	1 secretary	600 fr.	
	1 assistant at -	900 fr.		1,100 fr.	The professors of stereotomy and drawing give five lessons a week; those of geology and literature one, and those of the other courses two.
	10	8,400 fr.			

TABLE giving the STATISTICS of the PREPARATORY SCHOOLS for

Towns.	Subjects of the Courses.	Programme for 1864–65.	Number of Students.	
			Paying.	Non-paying.
MULHOUSE: (*Academy of Strasburg.*) Founded by decree of 22nd September 1855. Opened the 17th November of the same year.	Mathematics -	Descriptive geometry; properties of plane and curved surfaces; *coupe des pierres.*	33	5
	Mechanics and Drawing.	Working drawings; parts of machines.		5
	Physics - -	Furnaces; application of heating by steam; ventilation.		25
	Chemistry - -	Colouring materials; processes of dyeing and printing; chemical products.		25
	Natural History -	Zoology, hygiene, botany, geology and agriculture.		25
	Literature - -	Classical writers of the 17th century; philosophers.		40
	History and Geography.	History of France 1648–1763; manufactures and commerce; discoveries and inventions.		25
NANTES: (*Academy of Rennes.*) Established by decree of 30th March 1855, and opened the 4th of June in the same year.	Mathematics -	Descriptive geometry; constructions; carpentry.	122	12
	Mechanics - -	Hydraulic machines; the marine steam engine; mills.		13
	Physics - -	Gravity; hydrostatics; gases; electricity; applications.		82
	Chemistry - -	Metalloids, metals and their combinations; applications (bleaching, lucifer matches, animal black, minerals, iron casting, soda manufacture, &c.)		122
	Natural History -	Animal and vegetable forces and products; applications of geology.		122
	Botany - -	Elements; constitution and functions of plants; properties; uses; practical lessons in horticulture.		27
	Literature - -	Nature and transformation of the French language; foreign literature; era of Louis XIV.; 18th century.		88
	History - -	The monarchy; Louis XIV.; the revolution; the empire; geography of France; commercial policy; exchanges.		102
	Drawing - -	Architecture and ornament; *coupe des pierres;* carpentry.		13

Advanced Instruction in Science and Literature—*continued.*

Number presenting themselves for Examination in 1865.	Staff for Instruction.	Staff for Attendance and Management.	Remarks.
25	4 professors at 1,588 fr.: Fixed 1,500 fr., Provisional 88 fr. = 6,352 fr. 2 professrs at 1,288 fr.: Fixed 1,200 fr., Provisional 88 fr. = 2,576 1 superintendent, 1,588 fr.: Fixed 1,500 fr., Provisional 88 fr. = 1,588 7 — 10,516	1 director - 500 fr. 1 secretary — — 500 fr.	The courses extend over the whole year, and two lessons are given a week.
—	8 professors at 1,500 fr. = 12,000 fr. 1 professor at 800 fr. = 800 fr. 9 — 12,800 fr.	1 director - 600 fr. 2 curators - — 1 secretary 800 fr. 1,400 fr.	All the courses are yearly. One lesson a week is given in botany and natural history, three in drawing, and two in the other subjects.

TABLE giving the STATISTICS of the PREPARATORY SCHOOLS for

Towns.	Subjects of the Courses.	Programme for 1864–65.	Number of Students.	
			Paying.	Non-paying.
ROUEN. (*Academy of Caen.*) Founded by decree of 31st March 1855 and opened the 30th April following.	*Regular courses :—*			
	Mathematics -	Descriptive geometry; plan Drawing; land surveying; levelling; *coupe des pierres;* carpentry.	9	40
	Mechanics - -	Forces; prime movers; machines used in cotton spinning.		63
	Physics - -	Hydrostatics; acoustics; electricity; heat; applications to mechanical constructions.		32
	Chemistry - -	Metalloids and metals; organic chemistry; applications to manufactures.		45
	Natural History -	Programme of 1854 - -		113
	Literature - -	Historians, philosophers, and poets.		149
	History and Geography.	History of France from Louis XI. to 1815. Geography.		234
	Drawing - -	Parts of machines and complete machines drawn from measurement.		16
	Occasional courses :—			
	Physics.	—		—
	Chemistry.	—		—

ADVANCED INSTRUCTION in SCIENCE and LITERATURE—*continued.*

Number presenting themselves for Examination in 1865.	Staff for Instruction.	Staff for Attendance and Management.	Remarks.
2	3 professors at 2,400 fr. - } 7,200 fr. 3 do. at 1,500 fr. - } 4,500 fr. 3 do. at 800 fr.:— Physics - } Chemistry - } 2,400 fr. Natural history - - } 9 — 14,100 fr.	1 director 1,500 fr. 1 secretary 800 fr. 2,300 fr.	The courses are yearly, and the regular lessons are bi-weekly. A conference or lesson in practical manipulation is held every week. The average number of students attending these was four in the year 1865. The lectures on chemistry and physics are held on Sundays.

ABSTRACT OF WHAT IS BEING DONE FOR SCIENTIFIC OR TECHNICAL EDUCATION ABROAD.

N.B.—The references are to the 3 vols. of translation of Report of French Commission presented to both Houses of Parliament:—

1st. vol.:—Translation of Report (with notes) of the Commission appointed by the Imperial decree of the 22nd June 1863.

2nd. vol.:—Abstract of the Evidence given before the same Commission.

3rd. vol.:—Report on Technical Instruction in Germany and Switzerland, with other documents submitted to the Commission.

FRANCE	École Polytechnique.	Very advanced instruction. Preparations for scientific branches of military and public services.
	École des Mines.	Advanced scientific instruction. Preparation for branch of public service, superintending mines, quarries, &c.
	École des Ponts et Chaussées.	Advanced scientific instruction. Preparation for engineers of bridges and roads.
	École Centrale Impériale des Arts et Manufactures. Vol. III., p. 215.	Three years' instruction in mathematical, physical, and applied science. Pupils are prepared to become superintendents and directors of railway works, machine works, and other manufacturing establishments.
	Écoles Impériales des Arts et Métiers. Vol. III., p. 232.	At Chalons, Aix, and Angers. Elementary scientific instruction, combined with practical workmanship. Preparation for foremen and chiefs of workshops in the manufacturing trades.
	Technical Schools at Ivry and Batignolles. Vol. II., pp. 29 and 37.	Schools having a similar object to the École Centrale. Commenced as private institutions, but now receiving State aid.
	Turgot Municipal School at Paris. Vol. II., p. 6.	A trade school. Pupils are prepared rather for apprenticeship.

FRANCE—*cont.*	Christian Brothers' Schools, particularly that of St. Nicolas at Paris. Vol. II., p. 22.	Charity schools, under the charge of a religious order. Specially distinguished for instruction in linear drawing, which is carried to great extent.
	École des Beaux Arts.	Corresponding, to some extent, to the School of our Royal Academy.
	École Impériale de Dessin, with supplementary Schools and day and evening drawing classes in Paris.	For an account of these see Vol. II., p. 42, *et seq.* The instruction in these corresponds to that given in our Schools of Art.
	Polytechnic and Philotechnic Societies, Paris. Vol. III., p. 249.	Courses of lectures and free classes.
	Conservatoire des Arts et Métiers, Paris. Vol. III., p. 205.	Mechanical and other collections. Classes and lectures chiefly on Sundays.
	La Martinière School at Lyons. Vol. II., p. 95.	A trade school. Gratuitous instruction for the sons of artisans, small tradesmen, &c. Preparation for apprenticeship, carpenters and machine workshops.
	Central School at Lyons. Vol. II., p. 98.	Similar to the last, but of a higher character, more approaching the École Centrale at Paris. Manipulation in the laboratory and work at the bench.
	École Supérieure du Commerce, Paris. Vol. III., p. 284.	Thoroughly commercial education. Preparation for the banking house, merchants' and shipping offices, stockbrokers, insurance agents, &c.
	Technical School of Mulhouse. Vol. II., p. 87.	With professional or trade school attached, consisting besides of machine workshop, laboratory, and weaving school.
	Institution at Guebwiller (Haut-Rhin). Vol. I., p. 138.	Consisting of library, reading rooms, elementary schools, popular classes, &c. Curiously organised under a representative system.
	Technical School at Graffenstaden (Bas-Rhin). Vol. III., p. 272.	Classes in theoretical science for the apprentices working in the Graffenstaden Factory.
	Industrial Society of Amiens. Vol. II., p. 71.	Special courses of instruction in the practice of spinning, weaving, dyeing, &c. Also classes in English and German. For the benefit of foremen and operatives.
	Technical School of Nantes. Vol. II., p. 105.	A trade school, to which are attached courses of evening lectures, under the patronage of the Industrial Society of Nantes.

Schools and classes for their apprentices have also been established, similar to those at Graffenstaden, by the pro-

FRANCE—*cont.*	prietors of the works at Wesserling (Haut-Rhin), by the Compagnie des Services Maritimes des Messageries Impériales at La Ciotat, by Messrs. Schneider at La Creusot, &c. There are also special schools for various trades in different parts of France, as the Écoles d'Horlogerie at Besançon and Sallanches, a lace-making school at Bailleul, agricultural schools at La Saulsaie, Grignon, Grandjouan, &c.	
BELGIUM	Apprentice Schools in West Flanders. Vol. I., p. 115.	Instruction in the practice of spinning and weaving.
BRUNSWICK	Collegium Carolinum. Vol. III., p. 43.	General scientific instruction. Special instruction and preparation for the professions of mechanical and civil engineers, architects, metallurgists, manufacturing and pharmaceutical chemists, &c.
	Builders' School at Holzminden. Vol. III., p. 54.	Special instruction during the winter for artizans engaged in the building trades.
HANOVER	Improvement Schools for Apprentices in 37 towns. Vol. III., p. 31.	Sunday and evening classes. Special attention to freehand and linear drawing.
	Trade School at Hanover. Vol. III., p. 32.	Important school of 884 pupils. In the advanced portion school excellent drawing classes, attended by 344 pupils.
	Societies for Workmen. Vol. III., p. 32.	Something on the principle of our mechanics' institutes, evening classes in freehand and geometrical drawing, arithmetic, mathematics, modelling, wood carving, &c.
	Builders' Trade School. Vol. III., p. 36.	Open only during the winter, like the one at Nienburg. Special instruction for masons, carpenters, &c.
	Polytechnic School at Hanover. Vol. III., p. 37.	Preparatory school and upper school. Latter has special classes for manufacturing chemists, agriculturists, surveyors, mechanical engineers, architects, and civil engineers. There are also workshops for the practical teaching of working in wood and metals, spinning and weaving, and modelling.
PRUSSIA	Weaving Schools at Elberfeld, Mülheim, and Crefeld. Vol. III., p. 58.	Special instruction in practical weaving, pattern drawing, and chemistry applied to the industry of woven fabrics.
	Improvement Schools for Apprentices. Vol. III., p. 59.	Sunday and evening classes for young artisans. Instruction in physics, chemistry, &c. Intended as a complement of the primary and middle class schools.

PRUSSIA—*cont.*	Workmen's Societies. Vol. III., p. 60.	Courses of lectures to artisans classed as workers in stone, wood, metal, and other trades. These courses are generally annexed to the trade schools of the towns where they are held.
	Trade Schools in 25 towns. Vol. III., p. 61.	Give a general education in all branches of science, theoretical and applied.
	Architectural Academy. Vol. III., p. 64.	School at Berlin conferring diplomas. General instruction in the sciences applied to construction and in architectural art.
	Academy of Mines at Berlin, Vol. III., p. 66.	Special preparation for mining engineers and surveyors.
	Pattern Drawing School. Vol. III., p. 67.	To educate designers and composers for textile fabrics and pattern designers for paper hangings.
	Navigation Schools in six seaport towns. Vol. III., p. 68.	
	Practical Schools (Real Schulen). Vol. III., p. 69.	Nearly every large town in Germany possesses one of these schools. Classes are preparatory to the scientific courses in the Universities and to the Polytechnic Schools. Subjects, modern languages, history and geography, natural history and chemistry, drawing, &c.
	Polytechnic Institute at Berlin. Vol. III., p. 75.	Divided into two divisions; first division for general technical instruction, purely theoretical. In the second division theory is applied in the laboratories and class rooms. In the second division special classes for mechanicians, chemists, and naval architects.
SAXONY	As in Prussia, there are in Saxony practical schools, trade schools, and a polytechnic institute at Dresden; these have the same objects and nearly the same organisation as in the Prussian institutes. In addition, Saxony possesses :—	
	Schools for Master Artisans in five different towns. Vol. III., p. 78.	Open only during the winter season. Instruction in science applied to the arts of construction.
	A School for Foremen at Chemnitz. Vol. III., p. 78.	Intended for the instruction of foremen engineers and chief of workshops in weaving and spinning mills in the theory of the sciences bearing on their trades, and like the last mentioned open during the winter only.
	Four Schools for Pilots and Boatmen in towns on the banks of the Elbe.	

AUSTRIA

For a general review of the schools in the Austrian Empire, *see* Vol. III., p. 90. As regards the institutions specially intended for techical instruction the following may be noted :—

Trade Schools (GewerbeSchulen). Vol. III., p. 93.	It should be observed that that the term Gewerbe Schule bears a different signification to what it does in other parts of Germany. In Austria a Gewerbe Schule means exactly the same as a Fortbildungschule in Prussia, that is an institution where instruction is given to apprentices and workmen in the theory of the sciences bearing on their occupations; in Vienna alone there are five of these institutions. The hours of instruction are on Sundays, and after six o'clock in the evening on week days. The subjects of instruction in addition to elementary knowledge comprise freehand and geometrical drawing, chemistry, mechanics, &c.
Nautical Schools at five of the principal towns in the Adriatic.	*See* Vol. III., p. 99.
Agricultural and Forest School in several large towns.	Specially in the Non-German states of Austria. *See* Vol. III., p. 100,
Mining Schools at Schemnitz, Leoben, and Pibram.	*See* Vol. III., p. 100.
Schools of Art and Music. Vol. III., p. 101.	These are the Academy of the Plastic Arts at Vienna, Academy of Painting at Gratz, School of Fine Art at Cracow, Academy of Art at Prague, Conservatories of Music at Prague and Vienna.
Academy of Commerce at Vienna. Vol. III., p. 101.	In most respects resembling the École Supérience du Commerce at Paris.
Practical Schools (Real Schulen). Vol. III.. p. 105.	Like all the practical schools in Germany intended to prepare boys for commerce, trade, and manufactures. Great stress laid on drawing, geometrical, freehand, and constructive.
Higher Technical Institutes. Vol. III., p. 119.	These are polytechnic institutes with a similar object as the other polytechnic institutes in Germany and Switzerland; they have been established at Vienna, Prague, Brünn, Lemberg, Cracow, Ofen, and Gratz. At the institutes at Prague and Vienna the instruction is distributed in four special divisions: civil engineering, architecture, machine construction, and applied chemistry.

BAVARIA	Gewerbe Schulen (Trade Schools). Vol. III., p. 134.	These schools take the pupils at 10 or 12 years of age on their leaving the primary schools and prepare them for trade, agriculture, and commerce. Instruction comprises drawing and modelling, mathematics, physics, and chemistry.
	PracticalGymnasia (Real Gymnasien) in five towns. Vol. III. p. 137.	In which the practical instruction of the former is combined with a certain amount of literary instruction.
	Polytechnic Institute at Munich. Vol. III., p. 138.	Divided into four special divisions: construction, technical mechanics, technical chemistry, and commerce.
	Polytechnic Institute at Nüremberg. Vol. III., p. 143.	Rather preparatory to the institute at Munich. Possesses also workshops.
	High School of Drawing at Nüremberg. Vol. III., p. 143.	Drawing of ornament; drawing from the antique; drawing from nature.
	Sunday School for Artisans at Nüremberg. Vol. III., p. 144.	Comprises instruction in drawing, modelling, sculpture, engraving, geometry, physics, and chemistry.
	Schools for Agriculture at Nüremberg and Weyhenstephan. Vol. III., pp. 145 and 146.	The former for the education of farm-bailiffs and overlookers; the second for that of practical farmers, managers of large estates, &c.
WÜRTTEMBERG.	Drawing Schools. Vol. III., p. 168.	A remarkable institution in Würtemberg; scarcely a town or village of any size is without one.
	Weaving School. Vol. III., p. 169.	Instruction in the theory and practice of weaving.
	Gewerbe Schulen and Fortbildungs-Schulen.	Similar to those in other parts of Germany.
	Agricultural School and Forest Academy at Hohenheim. Vol. III., p. 172.	With three lower agricultural schools at Ellwangen, Ochsenhausen, and Kirchberg.
	Polytechnic School at Stuttgart.	Consists of a preparatory mathematical and commercial division, and of a higher technical division. Pupils prepared for the trades and professions of architect and builder, civil and mechanical engineer, manufacturing and pharmaceutical chemist, metallurgist, &c.
BADEN	Agricultural Schools at Hochburg and Carlsruhe. Vol. III., p. 181.	Instruction in agriculture given also at the primary schools.

BADEN—*cont.*	Trade Schools (Gewerbe Schulen) in 37 towns. Vol. III., p. 182.	For the instruction of apprentices and journeymen. Open on Sundays and holidays, and partly on week days.
	Upper Middle-Class Schools, in 24 towns, and Practical School at Carlsruhe. Vol. III., pp. 185 and 186.	Preparation for the Polytechnic Institute.
	Horological School at Furtwangen. Vol. III., p. 190.	Comprising a trade school for instruction of applied science, and a practical workshop for the manufacture of clocks and watches.
	Straw-plaiting Schools.	In different localities in the Black Forest. Practical work only.
	Polytechnic School at Carlsruhe. Vol. III., p. 194.	The instruction is distributed over special divisions for mathematics, engineering, architecture, forestry, chemistry, machine construction, commerce, and public service of the Post Office.
SWITZERLAND.	The education of Switzerland differs in the various cantons. As far as the canton of Zürich is concerned, the special schools are an agricultural and veterinary school. Nearly all the cantons possess a Real Schule, or practical school, a gymnasium or grammar school, and and a Gewerbe Schule or trade school. Large cantons like Berne or Zürich have one or more of these schools in their large towns.	
	The great centre of technical instruction is the—	
	Polytechnic School at Zürich. Vol. III., p. 156.	This school belongs to the Federation, and is divided into six divisions: those of architecture, civil engineering, mechanical engineering, chemistry, forestry, and general advanced science. The last division is like the arts faculty of a university.
	There is also in Switzerland another technical school, the—	
	École Spéciale, at Lausanne.	This has the same object, though on a smaller and less advanced scale, as the Polytechnic. It is maintained by the authorities of the Canton de Vaud.
SWEDEN	Higher Technical School at Marrieberg.	For the instruction of a semi-military corps, corresponding to the Corps des Ponts et Chaussées in France.
	Technological Institute at Stockholm.	Divided into an elementary and advanced school. The latter, like the Polytechnic schools in Germany and Switzerland, consist of the special divisions of mechanical and civil engineering, chemical technology, and mining.

SWEDEN—*cont.*	Chalmers' Institute at Gottenburg.	Intended for the education of builders, foremen and managers of factories, manufacturing chemists and architects. Instruction includes mathematics and applied science, with practice in the working of wood and iron in the workshop.
	Elementary Technical Schools in four of the smaller towns.	Course of instruction, same as in the last, but of a more elementary character.
	Special Schools.	Schools of Mines at Fahlun and Filipstad; School of Naval Architecture at Carlskrona, and Weaving School at Borås.
	Evening and Sunday Schools.	For the instruction of apprentices and workmen. Courses both elementary and scientific. Modelling and drawing.

LONDON:
Printed by GEORGE E. EYRE and WILLIAM SPOTTISWOODE,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.